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Complete Education.

By State Supt. FASSETT A. COTTON, Indiana.

There never was a time when the demand was so strong for the education and training of the entire individual as it is to-day. There is no less demand for culture and scholarship in the broadest meaning of the terms, but there is more demand for education that will meet the practical needs of life. It is a demand for training that will help the boy and girl use themselves skilfully in their life work. It is not a demand for the direct teaching of trades so much as it is a call for the utilization of common experiences. There are in this country approximately eighty million people. Counting five persons to the family there are 16,000,000 families. Counting one bread-winner to the family there are 16,000,000 bread-winners. But the most casual observation will convince any one that two out of every five rather than one, must and do toil for a living, making 32,000,000 bread-winners. There are in this country 112,000 ministers of the gospel, 115,000 lawyers, 132,000 doctors, and about 500,000 teachers; fewer than 1,000,000 engaged in the so-called learned professions. These are all striving to prevent crime, to lessen vice, and to increase virtue. There are on the other hand many agencies engaged in promoting crime and poverty and sorrow. Then there are 117,000 policemen and detectives to watch and arrest and to punish criminals.

Let us say that there are about 1,000,000 merchants, superintendents, and managers in the vast business enterprises—men and women who do the head work in the country's business. It is apparent that of the 32,000,000 bread-winners, some 30,000,000 must work with their hands. It is apparent too that the problem of education is industrial as well as academic. It must exalt the dignity of labor; it must teach habits of industry; it must give ability to apply oneself to the problem in hand: it must meet the demand for accurate, skilful work. Education has been too academic—that is, it has held too closely to the text-book, and has shut the door to nature and to life. There has been too much instruction, and not enough construction; too much "take" and not enough "give" on the part of the pupil; too much imitation and not enough creation; too much head and not enough hand and heart training. Now that educators are beginning to see the problem and are trying to solve it, it is not proposed to do any less head work—that is, not any less thinking—but it is proposed to do more hand work to supplement the head. It is not proposed to make the amount of head work less, but to make the work more intense, so that it may be done in much less time. This can be done by making the work more concrete; by making it more interesting; by appealing to more centers. The great phases of education by which this larger work is to be accomplished are kindergartens, manual and industrial training, and agriculture.

The Problem Not New.

This seemingly new thought to which we are awakening is not new. Every student of the history of civilization knows that this has been a conscious problem for centuries. Attempts at its solution in one form and another appear on all the pages of history. Community life, agricultural societies, guilds, industrial schools, socialism, have attempted to make the conditions of life easier to the rank and file. Educators have time and again announced the discovery of the solution and have ridden their fleet hobbies to oblivion. One of the commonest forms for relating education and industry is that of community life. Sometimes the experiment is purely philanthropic, and sometimes it is in connection with some business enterprise. Sometimes, too, it is purely educational and is in connection with schools. The first attempt at community life in America in which the solution of the industrial educational problem was a prominent feature was in Indiana, at New Harmony. Robert Owens, a wealthy philanthropist of New Lanark, Scotland, had successfully worked at the problem with the families who worked in his cotton mills. His work in Scotland has almost a counterpart in the work at present carried on by the Cash Register Company in Ohio. When in 1825 he bought New Harmony he associated with him William Maclure and others, who made one of the most interesting educational experiments. The things attempted and accomplished are part and parcel of Indiana's educational record and are particularly potent just at this time. The teachers of the state are to have the pleasure of studying this experiment next year. For this purpose the Reading Circle Board has chosen as one of the books for 1905 and 1906 Lockwood's interesting book upon this subject. It will undoubtedly serve two purposes: (1) It will awaken an interest in the history of education in Indiana; (2) it will throw much light upon this problem of the adjustment of academic and industrial education. Other attempts at making industry a part of educational training may have been the direct outgrowth of the New Harmony experiment. Whether or not this is true, it is a fact, not very well known, that some of our colleges in their early days placed special stress upon the industrial phase. This was true of Hanover in the 30's, when the charter granted by the legislative assembly specified agriculture as one of the forms of industry to be introduced.

Solution of the Problem.

The problem insists upon a solution. The demand grows stronger. Each generation has brought new light, and it looks as tho the right process is finally to be wrought out in our public schools and that the rural schools are likely to play an important part in the solution. This much is certain—the problems of the community are to become the problems of the school. The everyday, concrete experiences of the farm and the home and the shop are to help educate the boys and girls. Theory and practice are to be welded. Of course,

the ideal way can be stated. That presupposes good roads, free transportation, centralized schools, agricultural high schools in each congressional district, all well equipped, and with teachers trained to teach the academic and industrial subjects. Even with such an ideal equipment the trades would not be taught as such, but the industrial work would be used as a means in complete education. The industries are educative in many ways. They may prove at the same time a mode of expression for theoretical knowledge, and concrete illustration for some new truth that is being learned. Doubtless the solution would be easier if the schools were thoroly equipped with farm, and shop, and kitchen, and sewing-room. But it will be a long time before every school will have these. The work then must be adjusted to the present conditions. In the absence of equipment and special teachers the community life must determine what may be done. The problem comes back to the teacher and will depend upon his inventive genius.

State Superintendent Bayliss, of Illinois, makes some suggestions that might well be applied to city and town schools, as well as to rural schools. He says:

"A young woman, teaching in the country, in the course of two school years, both short, contrived somehow to have the boys fit up quite a workshop in an unused stall of a nearby stable. There was nothing said about the 'introduction of manual training,' or the project might have failed. They wanted to make a sled 'for the boys to draw the girls on,' so in the beginning it was merely part of their play. The tools and lumber were brought from their homes, and after the sled followed some shelves for books; whereupon it occurred to the 'head boy' one noon that a cabinet, with a glass door, for their 'specimens,' would be about the right thing. Nature study had not been 'introduced.' The directors would hardly stand for that. But some of the geography class had gathered a few fossils from a quarry and some different kinds of wood that grew along the river, and one of the boys had caught a pretty good-sized garpike, and, 'just to see if they could get replies,' they had written letters to schools in other

parts of the country, mentioning their stock in trade. Exchanges had accumulated and were still coming, so they needed a cabinet; and without a thought of manual training, set to and made it. There were some pictures; they would look better in frames; so they framed them. They wanted to see how long it took different seeds to germinate and grow up and get ripe; so they experimented with them. Nothing was said about a school garden, nor was it expected that there would be anything to sell; but the proceeds bought a book. The flowers were planted just to make the yard look prettier. Thus manual training and nature study broke into one country school."

So in this way industrial training is to get a foothold in the schools. It depends upon the teacher. It is simply a question of the teacher's ability to use the material at hand. The home life and the industrial life of the community will furnish the material. The teacher is to use this in the education of the child. The consideration of experiences in the shop and on the farm will furnish the very best opportunity for teaching the dignity of labor, for showing the advantages of farm life and other industries, and will open a way for showing how to proceed intelligently in any occupation. The main thing is to teach the boy and girl how to attack a problem and to carry it to a successful solution. And they need to be taught that a skilful execution is one of the chief factors in success of any kind. It doesn't matter so much what these problems are, as what habits they build in character. Intelligent attack, orderly procedure, skilful execution, painstaking completion, habits of industry, good, honest work, respect for labor, the ability to do things—these are the qualities that belong to real education. The demand for such qualities is growing, and it is believed that they are to be realized in a closer articulation of school and community. With the study of the problem from a somewhat historical point of view next year, the logical thing to do next would be to study more closely the adjustment of academic and industrial training.

*Selections from Bulletin No. 6, issued to the teachers of Indiana.

Departmental Work in School.

Specimen Programs of a Chicago Common School which has adopted the Departmental Plan.
Other programs will be found in succeeding numbers.

A. M.	8TH GRADE ROOM I.	8TH GRADE ROOM II.	7TH GRADE ROOM III.	7TH GRADE ROOM IV.	7TH GRADE ROOM V.	6TH GRADE ROOM VI.
9-9:30	{ Drawing or Sentiments }	Music (3)	History (2)	{ Room V. in German (1) }	{ Room IV in Geography (4) }	English (3)
9:30-10	Music (4)	Civics (2)	German (1)	History (1)	English (2)	Arithmetic (4)
10-10:30	Algebra (4)	{ Quotations, Spelling and Physiology }	{ Room V in History (3) }	German (4)	{ Room III. in Geography (3) }	Music (1)
10:30-11	German (4)	Study	Music (5)	Arithmetic (4)	{ Room V. in Geography (5) }	History (5)
11-11:30	Latin	Literature (4)	Literature (4)	{ Latin (4) Taken at 9 on Thursday }	Study	Literature
11:30-12	Literature (2)	{ Drawing or Physical Culture }	Latin	Literature (4)	{ Drawing or Physical Culture }	Study
P. M.	Manual Training and Sewing— Thursday, 9 a. m.	Manual Training and Sewing Thursday, 11 a. m.	Manual Training and Sewing— Thursday, at 2:30	Sewing at 10 a. m. Thursday	Manual Training and Sewing— Thursday, at 1:15	
1:15-1:45	English (3)	Algebra (3)	Drawing (3 and 5)	Drawing (1 and 5)	{ Room VI. in Geography (4) }	{ Room V. in Music (4) }
1:45-2:15	Civics (4)	History (4)	English (4)	Music (3)	Arithmetic (4)	German (3)
2:15-2:45	History (5)	German (4)	Arithmetic (5)	English (4)	{ Literature or Physiology (4) }	{ Spelling Teacher reads }
2:45 3:15	{ Study and Spelling }	English (4)	{ Study and Spelling }	{ Spelling Teacher reads }	{ Spelling and Poems }	Drawing (5)

Vertical departmental plan is favored. Gong is rung about every half hour.

A Workday With A Supervisor in New York City.

When I called upon Dr. Haney, director of manual training for Manhattan and the Bronx, and explained to him that *THE SCHOOL JOURNAL* wished to present to its readers a typical day in the life of a New York supervisor, special emphasis was laid upon the day being merely a typical one, and not one chosen with a view to extraordinary incidents, because the plan of the series, of which the report is a part, is to give truthful pictures of the every-day workings of the educational system of the city. "Very good," said the director. "Come with me to-morrow." Dr. Haney explained to me that at the close of the school term, he visits personally each one of the schools in the two boroughs where work in the shops is carried on. There are forty of these. It was in the midst of this tour that my request for a typical day was made.

The first school visited was No. 9 in the Bronx. This school, located on East 138th street, is the oldest of the large school buildings in the borough of the Bronx, and while not far north of the Harlem river, is still a good three-quarters of an hour journey from the central residential section of Manhattan.

Mr. Rabenort, principal of No. 9, greeted us cordially and Dr. Haney accounted for my presence by explaining how during all the hours of this working day he was to be spied upon for the benefit of *THE SCHOOL JOURNAL* readers. Seated upon the platform we enjoyed the exercises with which the hundreds of boys and girls opened their school day.

Immediately upon the conclusion of the assembly the doctor sought the class in drawing, where Mr. Nehrbas was instructing the boys of the 7 B grades. Dr. Haney wished to see all the work in freehand drawing and mechanical drawing which had been done by the boys of the school during the term just ended. While Mr. Nehrbas was arranging these in the assembly hall, the director took the class himself.

The boys had finished, at the last lesson, a free-hand sketch of a book. Dr. Haney in rapid, illuminating sentences, brought out exactly how such an object, placed at such an angle, should be transferred to the paper and taking up sketch after sketch quickly one after the other, showed how they succeeded or failed to represent correctly to the eye the book intended to be portrayed. Then in a talk of a few minutes the fundamental principles of proportion, perspective, etc., were represented to the class, couched in terms and illustrations of such clearness that the slowest of these twelve-year-old boys could not fail to grasp them.

By this time Mr. Nehrbas had arranged his work, and Dr. Haney spent some time in rapidly looking over high piles of sketches, the product of the boys of the sixth, seventh, and eighth grades since September. About the time he had finished this, Mr. Nehrbas had dismissed his class, and came out for a conference with the director. The doctor then went over each class of the last term's work with the teacher, bestowing praise, pointing out where improvement might be effected, and making suggestions for further advances during the ensuing term. The director emphasized three things, first that the work should be what might be termed "honest," that is the boys should be taught to depend on themselves and to put upon the paper exactly what they saw of the object to

be selected. Second, that the designs be kept as simple as possible, that they be given structural unity, and that the tendency toward over-decoration be prevented, and finally that the department teacher keep in close touch with the shop instructor, so that the manual art work of the school might be from an organic whole in aim and development.

The girls' class was visited next, and the work done under the direction of Miss Lynch was inspected. Here was much reason for praise and it was cordially given. Large use had been made of simple objects and drawing models, and the work shown both in drawing and design was markedly individual and excellent in execution. Here, and in the boys' classes, the work was carefully looked over and suggestions made largely of the same nature as those given to Mr. Nehrbas, of a constant keeping to the simple design, and of an entire devotion to the truthful reproduction of the sketched object.

In No. 9, the workshop is in a separate one-story building in the school yard. It is, therefore, not a pattern room of its kind. Only one other shop is so located in the city. In the days when No. 9 was put up, manual training was still in the distance in New York. The workshop is now far too small to accommodate the pupils of the shop classes. But all difficulties give way to those determined to succeed. Mr. Vogt, the instructor, was able to present to the director an array of work having upon its face evidence of successful teaching. The work of the boys was indeed a pleasure to look over, showing workman-like qualities and the sturdy application of the boyish mind.

Dr. Haney and Mr. Vogt went into conference in which the director, taking up each class of work, showed where improvement might be made, and praised the many excellences shown. A careful plan was drawn by which in the future the correlation of the workshop and the drawing classes might be made more close and helpful than it had been in the past.

The visit to the workshop completed, Dr. Haney conferred with the principal of the school, reviewing briefly the manner in which the manual work is being carried on in the various schools of the city, and what are the plans for improvement that the office has under consideration.

It was near the noon hour when we arrived at school No. 33, on Jerome avenue and 183rd street. At the school door Dr. Haney met Miss Ames, one of his assistants assigned to district supervision. With Miss Ames we called upon Mr. Newman, the principal, who welcomed us cordially and invited us into his comfortable office.

School No. 33 is a new school built on the H plan. From both the utilitarian and the esthetic standpoint, it is a structure of high value. The exterior is handsome and impressive, and, in the inside, every device known to architects of educational buildings has been put into practice. The science laboratory would not bring any discredit upon a university, and the gymnasium, on the top story, with its cement floor and open ventilation, was the complete antithesis of such rooms in the older schools. In the same manner, the drawing-room and the workshop also on the higher story, were cheerful and delightful.

Miss Ames and Dr. Haney had a talk on various schools under Miss Ames' general care. The drawings in this school were used to illustrate the work in the other schools of the district. Dr. Haney

* This is the second article of the series which began with "A Day in the Life of a New York City Principal," on February 4.

expressed gratification at the work done in No. 33, and gave to Miss Ames the general directions he had given the teachers at No. 9, supplementing them with instructions in regard to the development of particular phases of the work of No. 33.

The noon hour was not yet finished, but Mr. Cassin and Mr. Hanford, the drawing and workshop instructors respectively, hearing that the director was in the building, came hurrying in. Their rooms are adjoining, and the ease of communication has made easy continual conference between them in regard to their work as a whole. The result is that their work exhibited excellent co-ordination and little need appeared for additional emphasis upon this point. In regard to the structural and applied design the director gave the same suggestions as to simplicity and structural unity that he had made to the other teachers he had met that morning.

Principal Newman pointed out some exceptionally good work turned out by the boys, and also a fine collection of specimens of wood which he had brought from Germany, and which were appropriately placed in the manual department. The entire spirit of No. 33 was pleasing and worthy of the beautiful building.

Dr. Haney had explained to me that in going around among his schools, he ate when he got the chance, and as the location of the school buildings was frequently at a point somewhat remote from the restaurant district, he had acquired thru some eight years' service in the field, extended information in regard to pastry shops and quick lunch rooms. But even these were not at hand at 183rd street and Jerome avenue, and with an appetite sharpened by unusual exertion, I was looking around in despair. At this moment we discovered that the assistant janitor kept a lunch table for the convenience of the teachers, and negotiations were opened with him. A refined, tasteful house, a neat maid, a good lunch, with a very good cup of coffee entirely altered my opinion of the janitor creation. From the comforts surrounding this assistant I immediately picked out a nearby villa, with a picture gallery and conservatory attached, as the residence of the head janitor of the school. Nor did I, no longer troubled by a fear of no lunch, begrudge the villa to him.

The next visitation on Dr. Haney's list was a school on 183d street, near Cambreling avenue, some two miles or more to the east. A trolley line ran in that direction, and as the wind had ice in it we decided to walk along the trolley line and let the car catch up with us. We walked several miles, but the car never did catch up with us. The snow from last week's blizzard still lay in glacial piles upon the ground, and the thermometer, whatever it was in the secluded streets of Manhattan, in the wide stretches of the Bronx was coquetting with zero. Still it was a fine walk despite the icy path, and an unpleasant consciousness in the mind that one had ears, such a fine walk that it was not until No. 32 was reached, that I realized that I was somewhat weary.

Mr. Carls, the principal, received us with warm cordiality and as we prepared to go up to the manual department, I noticed that here was another splendid school building. Indeed from a lofty position on a hill, it loomed up with its red roofs and pointed terrace, like a sentinel guarding the narrow entrance into Long Island Sound.

At the top of the building we found the workshop, a beautiful light room, in which the last class for the day was about to be dismissed. Mr. Connelly, the shop instructor, a young man full of interest in his work, gathered all his materials for exhibition, and with him Dr. Haney went over the

ground which he had traversed previously during the day, only varied to meet the particular needs which he saw here. Miss Tunney, the departmental teacher of drawing soon came in with her sketches, and Dr. Haney examined the work of the entire department of the arts as a whole.

The children of this school had evidently worked with might and main, for, not content with their regular productions, there was a large case full of volunteer offerings, the result of home work.

Much skill and ingenuity was here shown, some of the boys had even built a trolley car of paper and pasteboard combined, complete in every detail to the swinging trolley pole on top and the foot-gong on the front platform.

Many of the applied designs and mechanical drawings were commended heartily. In a few cases in the director's opinion the desire for variety had led the youthful designers into too great elaboration, so measures were pointed out which would make future structural work more intimately related to the requirements of the model.

While the director was speaking I stood by a window commanding a view to the south for many miles. Far away in the distance could be seen, as spots upon the horizon, the round dome of Columbia library, and the arch of the Cathedral of St. John the Divine. In the distance, the angularities of the great city were softened into an harmonious whole with nothing apparently out of proportion, and I could not but see how the instruction I heard, altho directly applied to a bit of school construction or an applied design, was of the same tenor as that which might have been given by a sculptor in his studio, or painter in his atelier.

The clock, however, was galloping away from three, and at four Dr. Haney was due for an address to school No. 27. Thither we hurried, by means of the elevated road.

Public school No. 27, on St. Ann's avenue near 148th street, is a fine structure, and our greeting by the principal, Mr. Meighan, was most cordial. In this school was assembled that afternoon an exhibition of the manual arts work of the district, with an especially full display of what had been accomplished in school No. 27 itself under Mr. Weyh, the shop teacher, and Miss Nelson, the departmental teacher of drawing. Teachers from all over the district and parents of pupils had been invited, and all were admiring, as well they might. We only had time for a hasty walk thru the room, but in that time enough was seen to show that excellent work was being done by many teachers thruout the district. The exhibit of the workshop and the drawing class of No. 27 was beautiful.

It was now a little after four, and the visitors were gathered in the assembly hall. Mr. Meighan spoke a few words of welcome, introducing Dr. Haney.

"The New Spirit of Art Teaching" was Dr. Haney's subject, and he spoke for some thirty minutes defining the purpose of the arts in the public schools and making plain to parents and teachers how necessary it was that they be taught for use and not for show. He illustrated the various ways in which they might be used in developing the general course of study, and heartily commended the work of the many teachers of the district who under the leadership of Miss Morse the special teacher of the district, had developed the work shown.

The writer was obliged to leave at the conclusion of the address, and did so leaving the director still reviewing features of the exhibit with groups of teachers anxious to have their particular work come under his eye.

How a Consolidated School Was Organized and What It Accomplishes.*

An Example from Iowa.

By John F. Riggs, Superintendent of Public Instruction for Iowa.

On January 10, 1905, in company with County Supt. H. F. Fillmore, I visited the Lake Township central school. The day was very cold, mercury registering ten degrees below zero. Our visit was unannounced and unexpected. We found ninety-eight pupils present out of a total enrollment of 119.

The school is located at the geographical center of the township, and the nearest building of any description is three-fourths of a mile distant. The school-house, erected at a cost of \$3,000, is the only building in the township of a public character, there being no church, hall, shop, or store of any description. This school is in its second year. The children are conveyed to and from their homes in eight hacks. Three of these are provided with stoves and the others have blankets and robes. All are completely covered. The average cost per team for transporting pupils is \$28 per month. Two young men attending school are among the drivers.

As one of the direct results of consolidation in Lake township may be mentioned the fact that this winter four miles of excellent gravel road have been made,—the first attempt in that part of Clay county at this class of improvement. The work was mostly done by farmers gratuitously. They expect to continue the work next winter, and it will be but a few years until this township will have excellent roads, and the value of every acre of land in the township will be enhanced thereby. Last year the roads were so bad that transportation was next to impossible for a considerable time, but the people of Lake township have staying qualities, and they are proving the practicability of consolidation in the one township of all others

in Clay county most unfavorable for the undertaking.

Church and Sunday school are held in the school building on Sundays and the hacks used to carry the children thru the week are used to some extent to carry the people to church on Sunday.

The eight drivers furnish their own teams and hacks, and are under written contract similar to that outlined in the report on Lloyd Township.

The different routes are indicated on the map appearing in this report.

The first child called for on route No. 1 must ride 6 miles.

"	"	"	"	"	"	"	"	2	"	"	4½	"
"	"	"	"	"	"	"	"	3	"	"	6	"
"	"	"	"	"	"	"	"	4	"	"	6	"
"	"	"	"	"	"	"	"	5	"	"	7	"
"	"	"	"	"	"	"	"	6	"	"	4½	"
"	"	"	"	"	"	"	"	7	"	"	9	"
"	"	"	"	"	"	"	"	8	"	"	6	"

The driver for route No. 1 receives \$40.00 per month.

"	"	"	"	"	"	"	"	2	"	"	20.00	"
"	"	"	"	"	"	"	"	3	"	"	28.00	"
"	"	"	"	"	"	"	"	4	"	"	30.00	"
"	"	"	"	"	"	"	"	5	"	"	31.00	"
"	"	"	"	"	"	"	"	6	"	"	20.00	"
"	"	"	"	"	"	"	"	7	"	"	30.00	"
"	"	"	"	"	"	"	"	8	"	"	25.00	"

The following table showing enrollment, attendance, etc., in Lake township for the past five years, the first four under the old district plan and the last under the consolidated plan:

Year	Enrolled.	Average Daily Attendance.	Total Paid Teachers.	Paid for Fuel, Repairs and Janitor.	Months' School.	Average Compensation Teachers.	
						Males	Female.
1900	136	82	\$1,479.00	\$150.00	8	\$27.12	\$27.45
1901	130	55	1,539.00	130.00	8	26.23
1902	107	64	1,650.00	150.00	8	28.92
1903	96	70	1,102.00	380.00	5.5	28.60	29.00
1904	116	101	803.25*	150.00	8	30.50	27.50

* From a report on the Conditions and Needs of Iowa Schools, issued from the Iowa State Department of Public Instruction.

* The figures given in this table are from the annual reports of the county superintendent of Clay county. Evidently this amount should be \$1,000 if all the orders for the year were paid.



Central School, Lake Township, Clay County, Iowa.

It will be seen from the above table that the average daily attendance was 60 per cent. greater last year than the average in the township for the four preceding years.

This year the principal receives \$50 per month and the grade teachers \$40 each per month.

The cost per month of maintaining the Lake township school at present is:

Teachers' salaries	- - - - -	\$130.00
Transportation (8 teams)	- - - - -	224.00
Fuel and janitor service (estimated)	- - - - -	20.00
Total	- - - - -	\$384.00

The assessed valuation of the township is \$178,000. On the present basis of cost the levy for teachers' and contingent funds combined for eight months of school would be 17.2 mills.

For the year 1902, when eight months' school was maintained in the seven separate districts, the levy was 10 mills (assuming that the assessed valuation was the same then as now). But for the year 1902 the average daily attendance in the township was but 64, whereas it is now over 100. The people are spending more in dollars and cents, but they are getting more for the money spent.

Pupils are transported this winter from forty-one homes. To each of these homes the state superintendent sent a letter requesting answers to the following questions:

1. Do you regard the school now being conducted in Lake township as being better than the school you had previous to the consolidation?

2. When the schools of this township were consolidated did you favor consolidation or oppose it?

3. Are you now in favor or opposed to consolidation in this township?

4. Give reasons for your answer to question 3.

5. What advantages, if any, have resulted from consolidating the schools of this township?

6. What disadvantages, if any, have resulted from consolidating the schools of this township?

Thirty-two answers were received. Of these twenty-six parents say the school is better than formerly, most of them say "much better." Fourteen of the thirty-two were opposed to the consolidation at first, and ten are still opposed.

Benefits Claimed.

Those favoring the central school were very positive in their opinions.

Mr. J. P. Livingston, a director in the township for eight years, answers the six questions submitted as follows:

1. Yes, far ahead of it.

2. Yes and no, because the roads were not fit.

3. In favor.

4. Better school. Better teachers. Better roads. Children like to go better and advance more in one year than in two the old way. Children go ahead instead of standing still as they oftentimes did the old way. Also better attendance.

5. The roads have become better. Property is worth more and a better feeling all around.

6. It has cost more so far. I don't know of any other disadvantage. Hope the good work may go on.

The following are the principal arguments offered by others in defense of the new way as opposed to the old:

Children attend more regularly.

The pupils are learning better in every respect. Bad weather doesn't interfere with attendance. Inexperienced teachers are eliminated.

Better classification.

Pupils learn more in same length of time, six months in the consolidated school being worth more than nine months in the district school, which means less relative expense.

Pupils have a graded school.

No pupil ever tardy.

Country children get equal advantages with city children.

Parents know where their children are during the day.

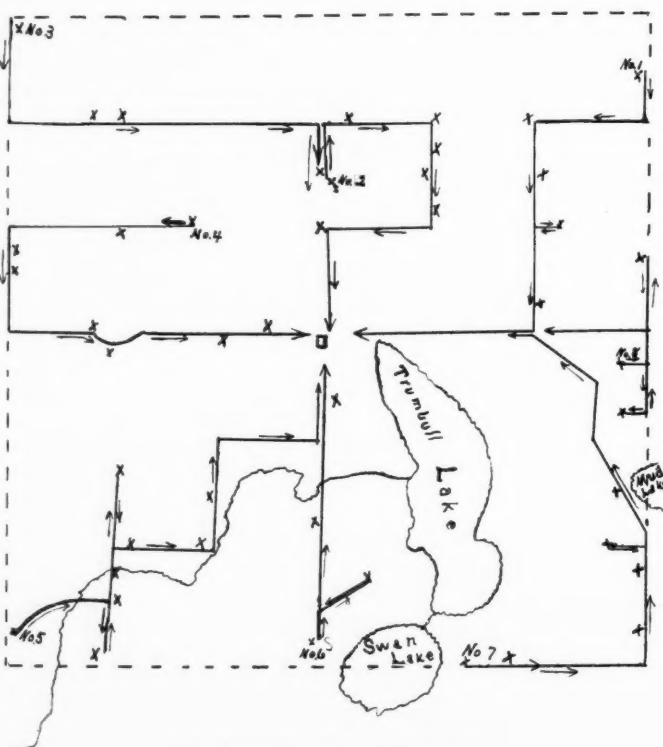
More rivalry for excellence.

No exposure of children to inclement weather.

Better teachers.

Gives teachers time for individual work.

Only slight advance in cost, cheaper per pupil considering work done.



Lake Township, Clay County, Iowa.

Fits children to enter high schools.

One school-house only to keep up.

Better teachers and fewer of them to pay.

More interest in school work.

Causes improvement of roads.

Many go that would not go to district schools, among larger children.

Mr. George Haven Putnam, of G. P. Putnam's Sons delivered a lecture before the School of Commerce, Accounts and Finance of New York university, on March 10, on "Business Morality: Some of the Conditions by Which it is Determined."

Mr. Putnam considered that the United States was under grave risk to-day thru the demoralizing influence of capitalists, who working thru the medium of shareholding associations, bring their organizations to profitable development by operations carried on with absolute disregard of the rights, the interests, and the possibilities of livelihood of their competitors.

Equally demoralizing, continued Mr. Putnam, are the organizations that sell, not goods, but the work of their hands, and are just as unwilling to concede a "fair deal." They are asserting with increasing emphasis their right to prevent all laborers not belonging to their organizations from selling their labor at all.

Mr. Elson and the Grand Rapids Schools.

Grand Rapids, Michigan, is a flourishing city with a population of nearly 100,000. Supt. William H. Elson is imbued with the spirit of progress and he has high hopes for the future of the schools under his charge. In his recent report to the board of education he says that in the year 1904 gains have been made in those qualities which distinguish the rational school from the mechanical and also in connecting the work of the school with the life interests of the children. Schools are successful, in his belief, in the measure in which they permanently affect conduct and habit, and give power to deal with problems that come within the range of daily experience outside the school.

Teachers who are successful in discerning the needs of the individual child and in adapting instruction and management to the requirements of his welfare are learning invaluable lessons. In Grand Rapids this is one of the noticeable improvements. The teachers under Mr. Elson are recognizing more and more that in education it is the individual, personal touch that counts. They are realizing also, more fully than before, that the chief business of the school is the stimulation and nurture of initiative with reference to everything that is taught, encouraging and enabling the child to use his growing knowledge as real tools in the achievement of purpose. They have learned to apply knowledge to practical ends.

In his efforts to establish in the daily conduct of the schools in Grand Rapids, these claims of individuality and this appreciation of the value of initiative—qualities most difficult to realize in a system of schools yet of vital importance to the children—Mr. Elson has had the earnest and faithful assistance of principals and supervisors and the hearty co-operation of the teachers. . . With this corps of faithful helpers the progress along these lines has been rapid and marked.

In the treatment of subject matter, also, the teachers have made steady gains. . . One of the most difficult tasks of the teacher is to conduct the lesson so as to engage the entire attention of the pupil. This can only be done by illuminating and enriching the treatment, gathering together all the separate threads, setting out boldly the essentials and clinching the fundamentals.

In the spirit of the school, also there are steady gains. Mutual respect and confidence more and more take the place of arbitrary control; mutual good will and helpfulness in work render restrictive measures less frequent, in some schools almost unnecessary. Mr. Elson says his teachers are improving in this regard because they are learning to be natural, and to rely for results upon encouragement and guidance rather than upon repression and compulsion.

When the home takes an interest in the school, then many of the problems of school life are in a fair way of solution. This interest in the work of the Grand Rapids schools is steadily growing, thanks, says Mr. Elson, to the intelligent and tactful efforts of teachers and principals and the cordial co-operation of parents. Parents' meetings are a source of much good in bringing about these happy results. They establish mutually helpful relations between teachers, principals, and parents, and on the whole develop the spirit of co-operation so needed in schools throughout the country.

Let us glance at the specific work of the classroom. In language work the achievements are encouraging. The emphasis given to oral speech, says Mr. Elson, and its free use in connection with all studies have brought decided gains to the written work. Teachers appreciate more and more the fact that the child must learn to speak English intelligently before he can be expected to write it intelligently, and that the degree in which



West Leonard Street School Grounds.—A Beautiful Little Park.



A School Garden, Designed and Made by Pupils of the Second Avenue School.
(A plan of the garden appears on this page.)

he controls oral speech will determine the readiness with which he acquires skill in written composition. The children are able to express their thoughts freely and with increasing purposefulness, and they write with child-like naturalness and spontaneity. This has been brought about by encouraging the children from the beginning, thru free conversation lessons, to use the language to express their thoughts and to report their observations and experiences. Even in the first and second grades the skill of the children is noteworthy.

One of the methods used by the teachers to increase the interest in written work is by means of illustration. Drawing and color have come to the service of language and are freely used to aid in the expression of thought.

Technical grammar, as we all know, is one of the most difficult subjects in which to arouse interest. Mr. Elson thinks that it is still taught too much as an end, divorced from its uses in the interpretation of literature. However he reports improvement in the development of this study brought about by efforts to relate the facts of technical grammar to their bearings on literary interpretation. Technical grammar must be vitalized and enriched by a special study of choice literary selections. When this is done it becomes a helpful phase of language work and an intensely interesting study to children.

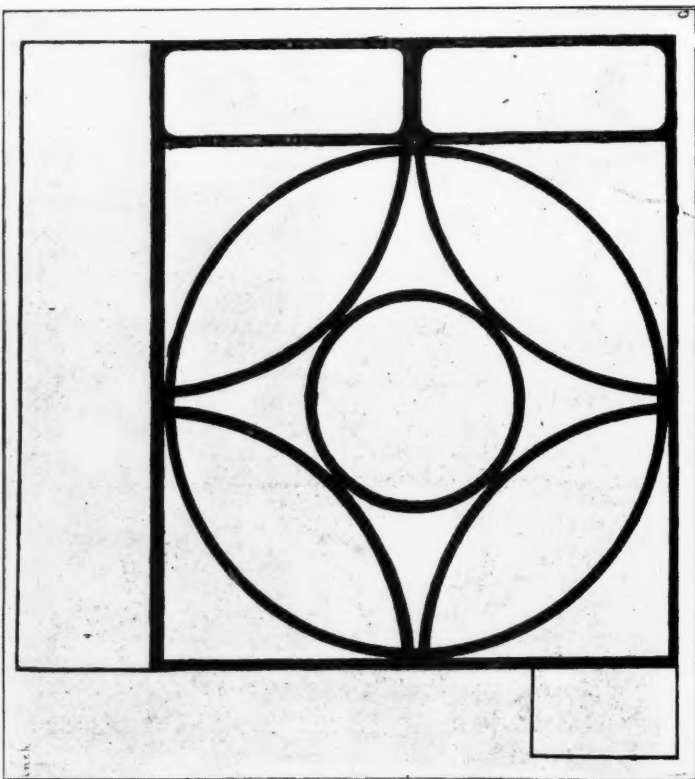
In teaching arithmetic the Grand Rapids schools have succeeded in breaking away from traditional and pedantic methods and in leading the treatment into thoroly practical channels. Simpler and better modes of procedure, more vigorous teaching, and the practical application of numbers to real problems in construction have more than compensated for the shrinkage of time given to the subject.

In arithmetic, as in language, Mr. Elson says that his teachers are learning more and more the value of oral treatment and to base all written work upon considerations of oral instruction. The emphasis is placed upon the mental control of numbers in oral work, which constitutes the basis for full and ready control in written work. Wherever this fundamental fact has been observed the children have acquired a high degree of efficiency, not only in the prompt and accurate control of numbers, but also in their application to the needs of every-day life.

Ready recognition of the constitution of numbers on the basis of tens and other factors, their relations to each other or ratio, approximating results, short methods of solution, free use of methods of indication—these demand attention and lie at the foundation of sound arithmetical training. Some of the teachers have become expert in the application of the spiral method of

treatment followed by the text-book in use. The rational use of this method, which enables children to deal with numbers on successive plans of mental development, transforms monotonous drills into intellectual exercises of the most delightful and stimulating character.

In the application of algebraic methods to the solution of problems the children have developed genuine enthusiasm. This is true also in the treatment of constructive geometry, the pupils applying it to design or relating it to problems in



Plan for School Garden.—Designed by Pupils of Fifth Grade, Second Avenue School.

manual training. Indeed, the work in manual training, drawing, and this phase of arithmetic are closely dovetailed, forming a single whole.

Mr. Elson recognizes the fact that in order to make the study of geography interesting and helpful it must be treated not as a static subject, but as a dynamic one—a living, changing thing. The necessity of giving the child experience and

field for artist-craftsmen insure that the great majority of public school pupils will engage in these pursuits. Preparation for these activities must include the training of the eye and the hand. Every phase of industrial work is dependent upon skill in drawing; fortunately common sense in educational matters is leading us to take account of the probable demands of later, active, adult



Bead Work.—Fourth Grade, Seventh Street School.

of stimulating habits of observation is therefore apparent.

The large increase of geographical knowledge makes necessary the judicious selection of topics and the thoughtful elimination of much material. In the selection of material sequence must be observed and comprehensive topics must be chosen. Only in this way will the child's knowledge of the subject be other than fragmentary and superficial. In respect to these fundamental requirements Mr. Elson reports that the geographical knowledge of the children is becoming well organized.

History and sociology are closely allied and the possibilities in this group of studies are great. Progress in the development of these studies in Grand Rapids is marked, the intellectual bearings of history being especially well taught, and there is a growing appreciation of the meaning and value of these subjects for purposes of moral training. History not only furnishes ideals and opportunity for the study of motives, but it is rich in inspiration and guidance in civic conduct. Mr. Elson declares that the business of the school is to make use of historical material for the purpose of stimulating a fervent appreciation of right conduct and civic virtue.

Drawing has become one of the most important subjects in the school course. The practical needs of the people make it so, tho its significance in the esthetic and ethical life of the child is not less important. The increasing demand for skilled workers in the industrial world and the widening

life in determining what the child shall be taught in school. There is a growing feeling that the school should minister more largely to those who must prepare for speedy entrance into some practical life pursuit without lessening its service to those who look to literary and professional vocations.

Taking up the instruction in drawing and design with these thoughts in mind, Mr. Elson says that gratifying progress has been made in his schools in relating the art work to other subjects of instruction. Drawing is now placed at the service of all studies and is used freely with much skill by the children for purposes of thought-expression, notably in language work, geography and nature study, history, sociology and numbers. The work has gone beyond the mere limits of the school and become a factor in the home life of the children. Especially this has been true of its application in design and in construction.

Manual training has also received its full share of attention. Progress has been especially noticeable in relating manual training more closely to practical life uses and in the stimulation of initiative on the part of the children. Manual training exists primarily for purposes of mind training, which requires that the worker's own thought shall go into the doing. The pupil must be given opportunity to make plans, determine ends and find means. By appealing to individual taste and judgment the teachers have been enabled to vitalize the work and free it from prescribed formulas and methods of dictation. The aim is not to im-



Wind Chart in Connection with Clouds, Rain, and Sunshine.—First Grade, Jefferson Street School.

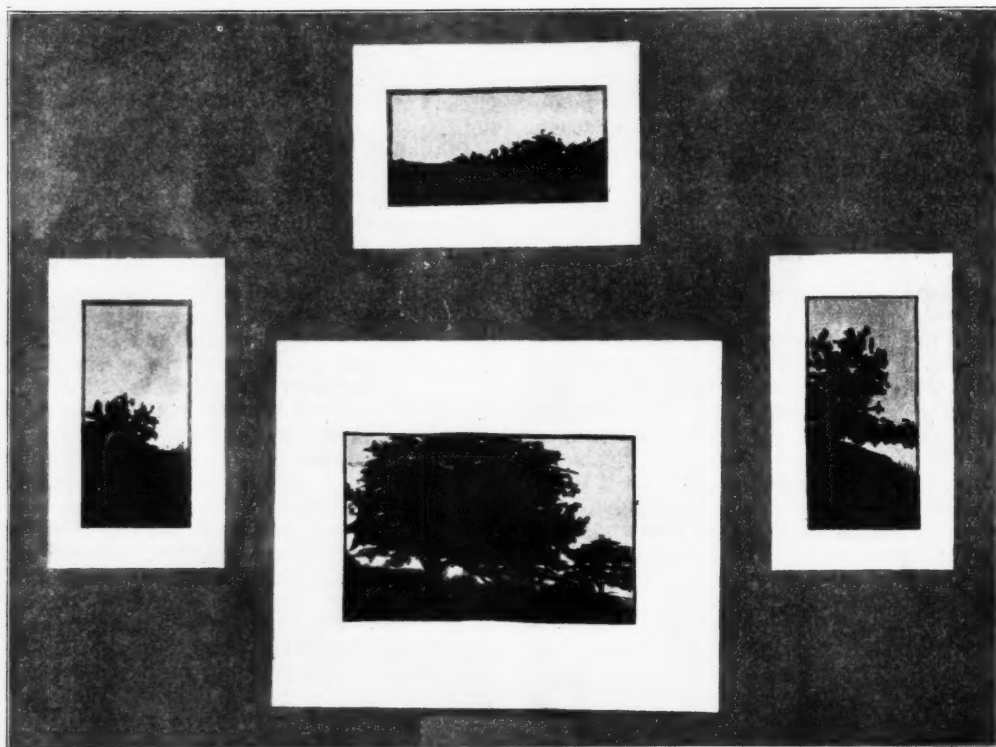
pose adult ideas upon the child, but to develop and train whatever spontaneous power he may possess.

Normal classes for the instruction of grade teachers in sewing and knife work were conducted in the schools last year. The extra task was taken up with genuine enthusiasm, and much of this work is now in charge of the regular grade teachers. The advantages of the arrangement appear in the more intimate relation of the manual work to the general work of the school, and in the more intimate knowledge on the teacher's part of the natural interests and tastes of individual children, especially as affected by the home life. One of the distinct advance steps made by the schools is in the correlation of work in drawing with that in manual training. In drawing the children make increasingly artistic designs, which they apply in manual training, thereby making the two departments mutually supporting—one in effect.

As our schools grow the problem of play becomes

same time created a widespread interest among pupils and teachers in the cultivation of school gardens, both flower and vegetable. The movement, Mr. Elson says, is a wholesome one. Children learn methods of garden culture, becoming intimately acquainted with conditions that favor growth, develop sympathetic appreciation of all plant life, are led to nurture and protect flowers rather than to destroy them, acquire habits of achievement in work and have their lives made richer and better by reason of the experience.

The planning of a school garden presents an interesting problem in design, which is assigned to a given class. Pupils are asked to inspect and measure the grounds, to draw plans and submit them, to choose among these the one they prefer. Once chosen the design is applied, the several classes in the school having a definite assignment of work. The whole constitutes a practical problem in social co-operation, such as all democratic society offers.



Composition in Landscape.—Fifth Grade, Baxter Street School.

an important one, ranking second only to that of work. Mr. Elson calls particular attention to this fact and dwells at some length upon the needs of his schools in matters pertaining to the physical well-being of the pupils. Abundance of light and pure air are fundamental conditions to be provided in all school buildings.

Under the direction of a special committee of the board of education, eye tests were conducted by principals, using Swellen's cards. Numerous cases of defective sight were found among the children, many of which were not known to teachers or suspected by parents. The action of the board in deciding to use hereafter only stone slate blackboards and adjustable shades is distinctly in the interests of the children's eyes.

Mr. Elson's report regarding the school gardens in Grand Rapids is both interesting and instructive. The efforts made to beautify the school grounds have resulted not only in transforming them into attractive little parks, but it has at the

An exhibit of school garden products, both flower and vegetable, was held at different schools in Grand Rapids last season. These were highly creditable and formed an interesting feature of the general exhibit of the schools.

The committee was so pleased at the interest and zeal in the management of the school gardens by the children, that they plan to extend the work to all the schools this year.



Wisdom for Tradesmen.

Oh, tradesman, in thine hour of e e e,
If on this paper you should c c c,
Take our advice and now be y y y
Go straight ahead and advert i i i.
You'll find the project of some u u u;
Neglect can offer no ex q q q,
Be wise at once, prolong your d a a a,
A silent business soon de k k k.

—Chicago Teachers' Federation Bulletin.

The Public Schools of Cincinnati.*

I have attended the Cincinnati public schools now for six years, and so may be said to speak partially from experience with respect to their condition.

In 1870 our school exhibit won the gold medal at the Paris exposition, and Cincinnatians everywhere could say with pride, "Our schools rank among the highest in the United States."

But in the last thirty-five years our schools have not kept pace with those of other cities, owing mostly to the fact that our citizens have allowed the political machine controlling this city to gain ascendancy over the schools thru the school board, and in this way to rob them of their just share of the taxes. This money, instead, is used to support and enrich the machine and the iniquitous school board. The members of the board hold their places because they wish political preferment, promising to vote for measures detrimental to the best interests of the schools, in order to obtain it.

Have Retrograded.

The Cincinnati schools since 1870, instead of advancing, as the schools of other cities have done, have steadily retrograded. In many cases the same old buildings are used, and their equipment and teaching is inferior to that which they once had.

Of fifty odd school buildings about half have been standing since 1870 or before, and are inadequate in every way, and some of the buildings now in use were not built for school purposes, but have been rented by the school board as colonies. This board has not erected a dozen buildings in the last fifteen years. The result of such poor accommodations for pupils is that very many Cincinnati children are not sent to school at all.

We have only three high schools, and they will not accommodate 2,500 pupils. Dayton has only one, it is true, the Steele high school, but it accom-

modates very comfortably 1,200 pupils. Our population is 326,000 and Dayton's 80,000; this shows that less than two-thirds per cent. of our population are high school pupils, while one and one-third per cent. of Dayton's population go to high school. Some may try to account for this by the fact that we have private schools here which take away many pupils of high school age from the schools, but as only 400 of high school age go to private schools this argument is absurd. The real reason for the small percentage of our boys and girls going to high schools is that there are not enough buildings or teachers to give them a proper education.

Well Equipped.

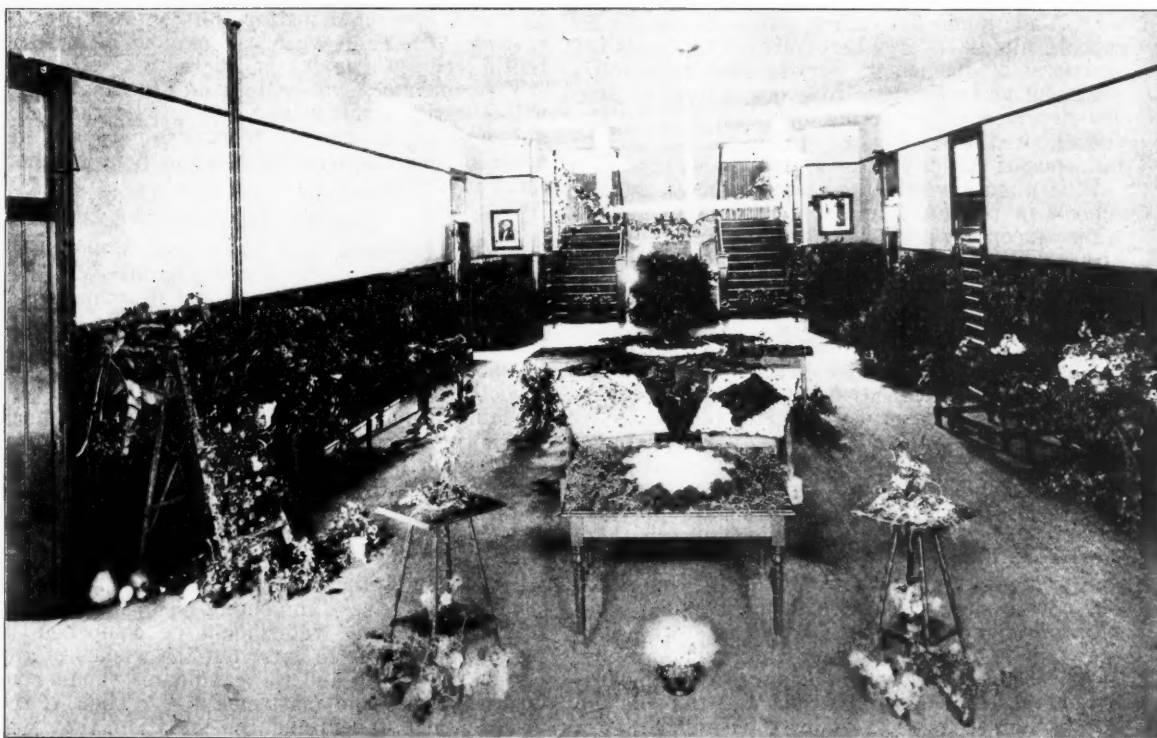
A word about Steele high school. It is a thoroughly modern school in every way. Lighted thruout by electricity, it has sanitary toilet rooms, wide corridors, and large, well-ventilated rooms. In addition to this, the school possesses a well-equipped gymnasium and a splendid assembly hall, with a stage and balcony. This hall seats over 1,200.

Nearly all of the Cincinnati schools are poorly lighted, and none, so far as I have been able to ascertain, is lighted by electricity. And as for sanitary arrangements, only a few of the very newest schools have their toilet rooms inside the school building. The others have them in the yard, and they are generally dirty, unsanitary, seldom cleaned, and bitter cold in winter.

Let me say something about the nineteenth district school, which I attended for four years. This school is so crowded that 300 children are forced to be educated in colonies. There is not a single adjustable desk in the school, and, owing to this fact, the children, small for their age, can not read or write properly, as the top of the desk is too close, while those larger than the average find difficulty in getting at the desk at all.

Has no Furnace.

This school has no furnace that heats the rooms, but each room has a stove, which often does not



Pupils' Exhibit of Home-Grown Flowers.—Widdicomb Street School.
(Awarded First Prize by Committee on Civic Health and Beauty.)

*Prize essay, written by Howard K. Hollister, in the Cincinnati Post's contest, and awarded \$75 in gold by the judges.

warm it properly. The rooms are not artificially ventilated, and sometimes the air grows very foul. There is no gymnasium; the only physical instruction any child gets is going thru a few movements in the aisles by the desks, usually under the instruction of the teacher, tho occasionally a special instructor takes charge. Of course there is no electric light in the building, and often on dark days the scanty gas supply gives insufficient light. But the sanitary arrangements and drinking facilities are the worst. To get a drink of water, one must either go out in the yard to the general faucet, or drink from a tin cup in a sink in the hall, and the whole school has only seven or eight tin cups. There is not even a filter installed in the building, but every pupil is compelled to drink city water right out of the hydrant. The outhouses are of a type which was abandoned in modern homes thirty-five years ago. They are a hundred feet from the nearest school entrance, and even in zero weather cannot be warmed. In addition to this they are so filthy that cleanly children shudder at the thought of using them, and, to reach them in winter, a path must be cut thru the snow. And this school is considered better than the average!

Yards are Small.

Think how bad, then, the other schools are! In some of these, the fifth district and the Guilford, for instance, the yards are so small that they are entirely inadequate for the throngs of children who have no other place to play.

The light in these schools is poor, also, because of the close proximity of tall buildings, which would be farther away if the yards were larger. The outhouses of the fifth district school are within twenty-five feet of the street, so that even the girls have very little privacy. Other instances might be cited.

Suffice it to say that the schools of Cincinnati as a whole are old and overcrowded and not modern in any way. Only a few have gymnasiums and manual training is scarcely taught. Our night schools are insufficient, we have very little instruction in art, civics, social economy, drawing, oratory, and numerous other subjects taught in schools almost everywhere else. Our corps of teachers is inefficient, our sanitary system is shameful and a disgrace to every citizen, and we are deprived of bettering our condition by the school board, which is acted upon by the controlling influence of this city.

It is almost within the last fifteen years that schools in the East, and, indeed, almost everywhere excepting here, have been so radically improved. It might not come amiss to describe some of the modern innovations which modern schools all over the country have adopted.

A New School.

A new school has been erected in New York which seems to embody many of these improvements. This is described by Mr. Lawrence H. Tasker in the *Saturday Evening Post*. Among other things, he says that this school will accommodate 5,000 children, has eighty-six class-rooms, and cost \$1,000,000. The children are provided with every recreation out of school hours; there are classes in physics, manual training, chair caning, iron work, and many other useful things for boys, while the girls learn sewing, nursing, cooking, waiting on the table, &c. Those who wish are taught typesetting, printing, photography, and pyrography. Even in summer this school is not closed, but the roof garden and the splendid gymnasium are open. Among the commodities of the gymnasium are shower baths, a swimming pool, lockers, &c. In this building lectures are

given to parents on such subjects as physiology, art, travel, and geography twice a week. The modern improvements and ideas in use in this school will apply in general to most other schools in New York.

Outdoor Amusement.

In addition to beautiful, well-equipped, and ably instructed schools, New York provides outdoor amusements as well for its children. In the crowded districts one frequently sees public playgrounds with gymnastic apparatus, benches, swings, &c. Here even the poorest children may escape from the squalor of the tenements and dirt of the streets, and enjoy happy recreation. The city has also bought several piers on the river front, where sick children and tired mothers may enjoy the fresh air. In short, nothing has been spared to make the public schools, and all their adjuncts, a great educational and physical factor in the lives of both parents and children of the metropolis.

The new methods and ideas which characterize the New York schools may be said also to characterize the schools of such cities as Boston, Springfield, Providence, Cleveland, Indianapolis, Buffalo, and many other cities, especially those in the New England states.

But the people of these cities did not get new improvements without a struggle. They had to fight, just as we have, against ignorance, prejudice, bribery, and political "pull." But they conquered in the end. So can we if we go about it properly.

Began to Improve.

In 1895 the Boston schools were thoroly inspected and overhauled by a committee of citizens, and were found to be very bad in a sanitary way. They were overcrowded, had poor ventilation, and insufficient fire escapes. Twenty-two schools had toilet accommodations outside the building. The report of this committee was widely published, and its result was everywhere felt. Boston schools immediately began to improve and have steadily kept on improving. The school board was forced by public opinion to better the condition of the schools. The same story can be told of Buffalo, Baltimore, and many other places.

The same story will be told of Cincinnati if we will investigate this matter closely, and then conduct a campaign against those who purposely impoverish and starve our schools for their own personal advantage.

Should be Examined.

Some competent man, preferably a physician, assisted by a committee of representative citizens, should make a careful personal examination of every school in the city, and collect sufficient data to embody in a comprehensive booklet. This booklet should show, first, the actual condition of the schools with respect to hygiene, equipment, and teaching; then it should demonstrate how much better the schools of other cities are, and fully describe each detail; and, lastly, it should urge all good citizens, irrespective of party affiliations, to co-operate in bettering the condition of the schools. This should be sent to every voter in the city.

A party for the purpose of improving our schools should then be organized. This party should select honest, competent men as candidates for school board, who should be compelled to pledge themselves to carry out the wishes of the party. The party and the candidates should conduct canvasses and mass meetings. Then, if the voters really understand the situation, they will show their approval by voting out the old, corrupt school board and voting into office those who are

pledged to correct existing abuses, erect new buildings, abolish colonies, and do all the other things which would be possible were the money not put to other and less honorable uses.

"Let us Hope."

In five years let us hope that visitors to Cincin-

nati, instead of as they are to-day, being carefully kept away from the schools, may have them pointed out as models of perfection, the best that money and brains can obtain. Let us hope that Cincinnatians everywhere may again be able to say, "Our schools rank among the highest in the United States."

Distribution of Public School Supplies in Large Cities.

Portion of a "Memorandum re General Depository for the New York City Board of Education," presented by a special committee on March 22, 1905. Other extracts will be published in THE SCHOOL JOURNAL next week.

Methods in Other Cities.

Personal investigations by members of your committee of the methods in use in the cities of Boston, Chicago, and Philadelphia, and by the superintendent of supplies, under our instructions, in Chicago, St. Louis, Cincinnati, Cleveland, and Washington have been undertaken, with a view to determine in what points we could improve upon the character of the work done, and what provision was made by other great cities for this arm of the service. We find that in none of these is such a broad provision of school material made for the needs of the children as in New York. The city of Chicago alone was found up to date in its methods, having a sound business administration and adequate provision for its physical requirements in a large depository, its own delivery wagons, etc. The depository provision of these cities shows the following:

Cleveland spends \$26,000.00, and has 4,300 sq. ft. for storage purposes.

Chicago spends \$300,000.00, and has 50,000 sq. ft. for storage purposes.

St. Louis spends \$187,000.00, and has 24,100 sq. ft. for storage purposes.

Cincinnati spends \$9,000.00, and has 4,000 sq. ft. for storage purposes.

Washington spends \$117,000.00, and has 10,400 sq. ft. for storage purposes.

Boston spends \$175,000.00 and has 7,000 sq. ft. for storage purposes.

New York spends \$1,500,000.00 and has 50,350 square feet for storage and office purposes between Brooklyn and 68th street and 59th street buildings, Manhattan. Of this apparently available space 13,164 square feet in the borough of Brooklyn is used exclusively for the storage of the summer school supplies, and 1,736 square feet, borough of Manhattan, is used for office purposes, leaving only 35,450 square feet, between the 68th street and the 59th street buildings for receiving and delivering supplies. You will therefore see that New York has very limited quarters when compared with the foregoing cities.

In none of these cities is any attempt made to furnish supplies to vacation schools and playgrounds, evening schools and evening high schools as we do in New York, and for the first three of these subjects most of these cities make no provision of supply whatever.

Increased Requirements for Supply Needs.

The following table shows the growth of the department and its consequent increased supply needs in the past three years, taking the figures of 1901 as a base. The city of New York cannot go backward in the educational program it has undertaken, and the probability is logical for a further amplification of the detail work of the bureau of supplies to add greater efficiency to the pedagogic arm, hence provision is made in these recommendations for a depository that will carry the department thru any demands that may arise up to 1920.

	1901.	1904.	Inc.
Total number elementary schools	446	556	110
Total number elementary pupils registered	453,061	536,180	83,119
Total number high schools	10	14	4
Total number high school pupils registered	14,235	19,195	4,960
Total number evening high and elementary schools	72	75	3
Total number attending	21,439	28,748	7,309
Total number vacation schools	28	39	11
Average attendance	10,074	17,446	7,372
Total number vacation playgrounds	83	88	5
Average attendance	53,032	69,497	16,465
Total number evening recreation centers	8	23	15
Average attendance	675	6,191	5,516
Summary	1901.	1904.	Inc.
Number of schools	556	684	128
Number of playgrounds and recreation centers	91	111	20
Pupils	552,516	677,257	124,741

We found the following physical conditions in February 1902:

	AREA IN SQUARE FEET.		
	Storage.	Office.	Total.
Manhattan and Bronx depository, 59th street and Park avenue (Owned by dept.)	13,377	1,736	15,113
Brooklyn depository (Owned by dept.)	13,064	100	13,164
Queens depository (Leased property.)	3,670	75	3,745
Richmond depository (Leased property.)	3,067	60	3,127
Aggregate floor area	33,178	1,971	35,149

We now have, January 1905, a total space available for office and storage purposes of 50,350 square feet, consisting of:

Sixty-eighth street, 22,073 sq. ft.

Fifty-ninth street, 15,113 sq. ft. basement and office.

Brooklyn, 13,164 sq. ft.

Brooklyn and Fifty-ninth street being owned by the department, Sixty-eighth street being under lease. Of this 13,164 square feet in Brooklyn is used solely for the storage of summer school supplies. The actual space, therefore, available for office, storage, and delivery purposes between 59th and 68th streets is 37,186 square feet. The space available for similar purposes in 1901, in Manhattan, Brooklyn, Queens, and Richmond, was 35,149 square feet.

You will therefore see that notwithstanding the enormous increase in children to be provided for, over 20 per cent., and the many changes in the nature of supplies furnished, which necessitates the setting aside of a large space for keeping the various classes and kinds separated, we have only 2,000 square feet more than in 1901.

Notes of New Books.

The New York Public School, being a history of free public education in the city of New York, by A. Emerson Palmer, M. A., secretary of the board of education, with an introduction by Seth Low, LL. D.—The story of the marvelous growth of the New York city free schools from a charity institution attended by about 500 pupils to a public system attended by 550,000 pupils, as told by Secretary Palmer, who was granted a year's leave of absence from his duties in order to complete this work, is an inspiring one, and ought to give encouragement to the friends of education everywhere. The most wonderful part of it is that this great growth has taken place in one hundred years. To be historically correct the free school system of New York might well go back to 1787 for a beginning, that being the year when the first free school was opened with twelve pupils, tho only children of negro parentage were admitted, the white children being cared for in schools connected with the churches. But 1805, the date of the beginning of the existence of the Free School Society is arbitrarily chosen instead.

The schools of that society were free, but were not supported by the government. Virtually the present system of free public education began in 1853 when the Public School Society, the successor of the Free School Society, turned the schools over to the city of New York. So that the public schools are really only fifty-two years old.

Let us see how the schools have developed in that time. The Public School Society had defeated the attempts of religious bodies—Baptists, Methodists, Roman Catholics, Hebrews, and Scotch Presbyterians—to get some of the public money, but that did not end the troubles of the free schools. They were hampered by the intrigues of politicians and opposition in various forms. In spite of these the growth has steadily continued. In 1854 music was first taught; corporal punishment was abolished in 1870; free lectures were launched in 1888, kindergartens in 1893; playgrounds and recreation grounds followed. The schools have now become an uplifting force for the whole community. Mr. Palmer has told the history of this important institution in a most interesting way and illustrated it with portraits of many of the men who have been prominent in connection with the work of free education. (The Macmillan Company, New York. Price, \$1.00.)

La Vida es Sueno, by Calderon, with notes and vocabulary by William Wistar Comfort, Ph.D., instructor in Romance languages in Haverford college.—The present edition of this Spanish classic was prepared for use in colleges and universities in the United States. The commentaries therefore embrace only such as have been found by experience to be useful to instructor and student. As the readers of this text are sure to possess a considerable knowledge of modern Spanish grammar and syntax, the editor felt it would be superfluous to overburden it with notes of an elementary character. The introduction comprises a biographical sketch of this renowned Spanish author, a description of the drama, and an analysis of the kinds of verse used. (American Book Company, New York.)

The Elements of Analytic Geometry, by Percy F. Smith, Ph. D., professor of mathematics in the Sheffield Scientific school, Yale university, and Arthur Sullivan Gale, Ph. D., instructor in mathematics in Yale college.—This Analytic Geometry differs from most text-books upon the subject by introducing a review of the algebraic steps which are of general application. Along with the discussion of the use of coordinates, the equation of a locus is developed and that logically leads to the locus of an equation. These follow strictly analytic methods as opposed to geometric, and yet a large element of practical examples to be plotted from the developed equations secures facility in work. The several conic sections are carefully related to their equations and to coordinates, and all their properties clearly deduced as corollaries.

The most important elements are the development of the subject as a general science; the treatment of loci by parametric equations; and the transformation of coordinates. The last named leads to the consideration of poles and polar coordinates. Thus the book becomes unusually complete for students making mathematics a specialty, while it allows of selections for a briefer college course. (Ginn & Company, Boston, New York, and Chicago. Price, \$2.00.)

Physiology and Hygiene for Children, by Prin. Robert Eadie of New York city, and Dr. Andrew Eadie of Toronto, Canada.—This book has been written in plain and simple language in order that it may be understood by young pupils. Anatomy and physiology are treated chiefly as an aid to hygiene; as a knowledge of the structure of the body, its parts and their uses, is necessary to an understanding of the laws of health. The relative importance of the various organs has been kept in mind, and those which have more important functions are described in greater detail. The fact that the organs are independent has also been made promi-

nent. No expenses has been spared to get pictures that would illustrate the text in the best possible manner. Color has been used to make the illustrations more attractive, and also to make it easier to differentiate the different parts. The injurious effects of alcoholic drinks upon the different organs is stated plainly and concisely, and emphasis is placed on the positive benefits in improved health and strength which arise from abstinence from the use of alcoholic drinks and tobacco. (University Publishing Company, New York.)

Stone's History of England, by A. P. Stone, LL. D., former superintendent of schools, Springfield, Mass.; new edition brought down to 1904, by Walter Cushing, A. M., principal of high school, Framingham, Mass., formerly assistant in history in Harvard university.—A new edition of this popular history, with additions, by which it is still better adapted to the needs of the schools, will be welcomed by hosts of teachers who know of its worth as a text-book. This history has a unique place as a book of moderate size, containing the essentials of the subject in an attractive, readable form, without being loaded down with unimportant details. It tells of the habits and customs of the people at different times, and contains excellent maps showing the English possessions at different periods. Reference is made to important events and places that have become intimately associated with English literature, and to the authors who have distinguished themselves as writers, and made England famous the world over. Another feature that will commend itself to those who wish to make a wider study of the subject, consists in references to chapters and pages of more extended historical works. This book will be in wide demand, especially for grammar and high schools. (Thompson, Brown & Company. Price, 85 cents.)

In *The Napoleon Myth*, written and compiled by Henry Ridgley Evans, we have the Napoleonic myths not only in literature, but in art, appraised according to the meter of historical fact.

Prof. Jean Baptiste Peres's "Grand Erratum," reprinted in the present volume, was inspired by the satire published by Archbishop Whately under the title "Historic Doubts Relative to Napoleon Bonaparte," directed against the logic of David Hume's skepticism. The difference between the two is shown by the Englishman's "ponderous sarcasm" and the Frenchman's "sprightly wit."

In his "Mythical Napoleon, An Occult Study," Mr. Evans discusses the great emperor as a man and strategist; his Egyptian campaigns and his other campaigns and doings that gave rise to legends concerning him. The history of Napoleon's cocked hat is also given. There are half-tone illustrations from contemporary prints and paintings, including views of St. Helena, scenes from the battle of Waterloo, and the retreat from Moscow, caricatures and portraits of Napoleon. (Open Court Publishing Company, Chicago.)

Nathaniel Hawthorne's *Wonder Book* is one of the most fascinating books for children ever written, indeed there are many children to whom it was the delightful book of their very young days. The Macmillan Company has therefore done well to include it in their set of school-book classics. Supt. L. E. Wolfe, of San Antonio, Texas, has written a brief introduction and given at the foot of each page the correct pronunciation of difficult words, and the meaning of what may be to the children obscure ones. These foot page vocabularies are collected together at the end.

The chief editing, however, has been the elimination of the little connecting story that ran thru the volume and upon which the wonder tales hung. It is seldom wise to tamper with a classic, and those who know Hawthorne will miss Cowslip and Dandelion and the rest of the merry children at Tanglewood, but it really is probable that for school use the book is better as Mr. Wolfe gives it. The delightful tales of ancient Greece stand perfect by themselves and gain nothing by the Tanglewood association.

Books Under Way.

L. C. Page & Company.

Our Little French Cousin, by Blanche McManus Mansfield.
Our Little American Cousin, by Mary E. Wade.
The Fair Land Tyrol, by W. D. McCracken.
John Whopper, by the late Bishop Clarke of Rhode Island.
A Captain of Men, by E. Anson More.
Silver Bells, by Col. Andrew C. P. Haggard.

A. S. Barnes & Company.

The White Terror and the Red, by A. Cahan.
Introduction by Dr. William Maxwell, city superintendent of schools, New York.
The Wanderers by Heurcy C. Rowland.

McClure, Phillips & Co.

The Troll Garden, by Willa Sibert Cather.
Alaska and the Klondyke, by J. S. McFain.
The Orchard and Fruit Garden, by E. P. Powell.
Religion—A Criticism and Forecast, by G. Lowes Dickinson.

The Girl from Home, Isobel Strong.
Russian Literature, Prince Kropotkin.
The Religion of Duty, Felix Adler.

Houghton, Mifflin & Co.

A Madcap Cruise, by Oric Bates.
A Manual of the Trees of North America, by Prof. Charles S. Sargent.
Essays in Puritanism by Dr. Andrew Macphail.
Ireland's Own Story, by Charles Johnston and Carita Spencer.
A Short History of England's Literature, by Eva March Tappan.
Our Navy and the Barbary Corsairs, by Gardener W. Allen.

Charles Scribner's Sons.

The Life of Reason, or the Phases of Human Progress, by George Santayana.
Logic: Deduction and Inductive, by John Grier Hibben.
Selected Documents: Illustrating the History of Europe in the Middle Ages, by Oliver J. Thatcher, Ph.D. and Edgar H. McNeil.
The Van Dyke Books, selected and edited by, Dr. Edwin Mines, with introduction by the editor, and biographical sketch, by Miss Van Dyke. (In Scribner's Series of School Reading.)
Elementary Algebra, by W. R. Marsh.
Advanced Geography, by Charles F. King.
Eugene Field Reader, by Alice L. Harris.

Moffat, Yard & Company.

Port Arthur, by Richard Barry.

Lothrop, Lee, & Shepard Company.

(With imprint of Lothrop Publishing Company.)
Miss Billy, by Edith K. Stokely and Marian K. Hurd.
The Human Touch, by Edith M. Nicholl.
David Ransom's Watch, by Mrs. G. R. Alden, ("Pansy")
(With imprint of Lee & Shepard.)
At the Fall of Port Arthur, or a Young American in the Japanese Navy, by Edward Stratemeyer.

D. C. Heath & Co.

Heath's Beginner's Arithmetic, for second grade classes.
Everyday Life in the Colonies, by Gertrude L. Stone, and M. Grace Fickett.
The Principles of Rhetoric, with Practical Exercises in Composition for High Schools, by Elizabeth H. Spalding of Pratt Institute.
The Study of a Novel, by Professor Selden L. Whitcomb, Iowa college.
Select Poems of Swinburne, edited by William Morton.
The Gospel of Mark in West Saxon, edited by Professor James W. Bright, Johns Hopkins university.
Chapman's Bussy D'Ambois, and the Revenge of Bussy D'Ambois, edited by Professor F. L. Boas, Queens college, Belfast, Ireland.
Robertson's Society and Caste, edited by T. Edgar Pemberton.
Arnold's Aprilwetter, by Professor Laurence Fossler, University of Kansas.
Chateaubriand's Atala, by Professor Oscar Kuhns, Wesleyan university.
Anecdotes Faciles, by Professor O. B. Super, Dickinson college.
Aseusi's Victoria Yotros Cuentos by Professor E. F. Ingraham, Ohio State university.
Storm's Gefahrten, by Professor F. B. Sturm, University of Iowa.

Dodd, Mead & Company.

Lewis and Clarke, Original Journals of Lewis and Clarke, edited by Reuben Gold Thwaites.
A History of Ireland, by John F. Finerty.
Browning, by Charles Harold Herford.
George Eliot, by A. T. Quiller Couch.
Dickens, by W. E. Henley.
A History of Ancient Sculpture, by Lucy M. Mitchell.
Life of Honore de Balzac, by Mary F. Sanders.
Venice Described by Great Writers, by Esther Singleton.
The New International Encyclopedia, editors, Daniel Coit Gilman, LL. D. Harry Thurston Peck, Ph. D., L. H. D. Colby, M. A. Frank Moore.
Naval History of the United States, by Willis J. Abbot.
Natural History, by Alfred H. Miles.
The Point of Contact in Teaching, by Patterson Du Bois.
A History of Scotland, Vols. I, II, III, by Andrew Lang.
The Pronunciation of 10,000 Proper Names, by M. G. & M. S. Mackey.

B. F. Johnson Publishing Company.

The Education of Teachers, by W. H. Payne.
A System of Map Drawing, by S. T. Pendleton.
School Chemistry, by Charles Baskerville.
Teachers Manual of School Arithmetic, by John M. Colaw and J. K. Ellwood.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Town Not Liable to a Seminary for Tuition.

In an action by a seminary to recover from the town the value of the tuition of a child residing with his parents in the town, the New Hampshire supreme court in the case of the Sanborn Seminary *vs.* Town of Newton, held that the town was not liable to the seminary for the tuition of a child residing with its parents.

Township Warrants.

The supreme court of Indiana has decided in the case of Mitchelltree School Township *vs.* Hall, that a township trustee must comply with all the regulations which authorize him to issue a warrant for a debt of the township before the warrant is issued, and that it is not sufficient to obtain afterward the approval of officers from whom authority should have first been obtained beforehand. The court further held that those dealing with a township trustee are bound to take notice of his limited powers and cannot enforce payment of warrants issued without authority. The lower courts decided the warrant was valid on the ground that it was approved after the trustee issued it, but the supreme court set their decision aside.

School Teacher Not a Gentleman in Law.

An interesting discussion between Judge Tindall Atkinson and counsel, as to who is a gentleman in the eye of the law, took place recently in the Southend county court in England. The question arose whether a witness should be allowed costs of an action under the head of a gentleman or professional man, or on the lower scale of tradesman.

Mr. Cox, solicitor who applied for the higher scale, said the witness was a schoolmaster. He admitted that many schoolmasters were not gentlemen, but in the same way many professional men were not either.

"Would you mind defining to me what you consider to be a gentleman?" asked the judge.

"I take it Blackstone's definition of a gentleman—one who bears a coat-of-arms—does not apply in modern times, and I suggest that the correct one is that given by the dictionary,—one who by education, occupation, or income holds a position above menial service or ordinary trade."

"Suppose a draper is making \$10,000 a year," said his honor, "is he a gentleman? In society he might be a perfect gentleman, but would he be a gentleman in the meaning of the county court scale or the high court scale? A gentleman of independent means of £50 a year would be a gentleman, and yet the other might have been educated at the university."

"If he had a university degree he would be able to describe himself as a gentleman," argued Solicitor Cox. "Here is a man of considerable attainments in educational matters, the proprietor of a large school, an accomplished cello player, a man of refinement, and of artistic and literary attainments. I want to know whether he is not a gentleman? Are we to be reduced to the Irishman's definition of a gentleman, 'Bedad, a chap that never did a ha'porth for himself nor for anybody else'? Because a man earns his living is he not to be a gentleman? A retired pork butcher or rag and bone dealer living on money saved would be a gentleman."

"It is an interesting matter, but I think the registrar is right in deciding costs on the lower scale," said the judge. "No schoolmaster must think that he is insulted in any way—that he is not a gentleman in fact, only that he is not a gentleman in law."

Contract of Employment.

The supreme court of Arkansas in the case of School District No. 27 *vs.* Wheat, has held that where the secretary of a board of school directors changed the written contract with a teacher so as to cause it to call for a longer term, it must be presumed, in the absence of evidence, that the secretary had authority to alter the contract.

School Closed by Epidemic.

In the case of School District, *etc.* *vs.* Howard, the supreme court of Nebraska has ruled that a teacher is not entitled to pay for time the school was closed by reason of an epidemic of smallpox. The court held that when the plaintiff was employed as teacher for nine months, and after eight months had expired the school was closed by order of the health department on account of the prevalence of disease, whereby plaintiff, tho ready and willing, was unable to complete his contract, nevertheless the obligation of the school district under the contract was discharged. It was shown that full performance on the part of the district was rendered impossible by law, and under such circumstances a contract which becomes impossible by the act of God, or illegal by an ordinance of the state, the obligation to perform it is discharged.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending April 1, 1905.

Educational Autocracy.

If conspicuous proof has been wanting to show the folly of "one man power" in educational administration, it has been furnished in New York city. Dictatorship is so utterly at variance with the American idea that it must necessarily fail in the end. The cheerful "consent of the governed" is the only thing that can keep it alive for a time. As an absolute mode of organization it cannot weather a storm. When the Low charter began to operate in New York the first effect was that to all appearances unquestioning obedience of the teachers to the chief educational executive of the city had been secured. Nicholas Murray Butler, the chieftain of the believers in educational autocracy, rejoiced at this condition. "Heretofore," he wrote during the monarchical regime, "one man power has been the boggy with which it was hoped to frighten the press and the people. It now rather disconcerts the demagog to find that the phrase, One Man Power, has been frankly accepted by those who are arguing for professionally conducted schools. One Man Power means that he who is empowered to do things on behalf of the community must accept full responsibility for his actions. Every self-respecting teacher ought to struggle in season and out of season for the comfort and rest of being permitted to work under the One Man Power."

Alas for the prophetic assurance of Dr. Butler! Instead of bringing cheer to its fathers the one-man-power scheme has passed thru one after another of the manifold diseases of infancy and is now slowly dying. Worse yet, one of the paternal syndicate now disowns it completely. At Milwaukee last month he quoted the expressive phrases of an associate officer who said: "If the man is infinite, eternal, and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth, we would be willing to give him that (autocratic) power. No one man has the ability." After this blow from the "one-man," it is natural that Pres. Henry N. Tift, of the New York city board of education, should be justified in telling us thru the *Times* that "one-man-power is dead."

The occasion is too sad to disturb with a guess at what the next thing will be. The policy of the last two years will be abandoned. So much is certain. The rest we'll talk about next week.

Philadelphia's Opportunity.

Philadelphia is just beginning to supply itself with new charter provisions that will do away with the cumbersome and self-condemned system which has dragged the schools into spoils politics and fostered corruption. But while the reform measure is infinitely better than the organization it will supplant and while its superiority in important aspects over the New York City system must be acknowledged, it is still below what it might be. Leading a more contemplative existence than either New York or St. Louis, Philadelphia should have taken advantage of the experiences of both. A central board of education composed of seven members would prove far more satisfactory in the long run than the proposed body of twenty-one. Election at large would have been better than appointment by a board of judges.

To entrust the sectional school boards of twelve members elected by wards with the appointment of janitors in the bill now ready for legislative enactment is excellent. It is to be hoped that amendments will be made reducing the size of the board and placing the appointment of janitors in charge of the superintendent of buildings, where it belongs. The method of selecting the central board cannot well be revised without endangering the passage of the much needed reform bill.

Philadelphia has already made a beginning in raising the salaries of teachers to something like a respectable basis, altho there is not yet adequate encouragement given to the promotion of professional efficiency. Not the least of the many good features of the new charter provisions is the establishment of a teachers' retirement fund. This ought to help to keep good material in the system.

At Asbury Park.

After consulting with the local committee of the N. E. A. at Asbury Park THE SCHOOL JOURNAL is glad to announce that there is a prospect for an attractive exhibit of educational material. The handsome new Casino, which has been selected as headquarters for the registration of tickets, is an ideal place for an exhibit of this nature. It is located on the beach, in the center of the board walk, opposite the Coleman house (the official headquarters), and very near the end of the pretty little lake which separates Asbury Park from Ocean Grove. The building is new, and 150 by 200 feet in size. Here two concerts are held each day. The local committee takes a liberal view of the exhibit idea and will doubtless agree to a very moderate expense for space. As every teacher will visit the Casino at least once a day, it would seem that at last the conditions for holding an educational exhibit are as favorable as they ought to be. Every one interested should aid the plan by encouraging the committee to go ahead. The next School Board number of THE JOURNAL will have full particulars, diagrams, rules, etc., if the local committee decides finally to organize the exhibit.

The Teacher's Resources.

A noted New York artist received a letter from a lady in Chicago requesting him to give her a few lessons in the art of painting. "I do not wish to be an artist," she wrote, "I want to teach painting." The number of those who wish to teach after having obtained a little knowledge is astonishingly large. There seems to be a "bump" that propels one to tell another what he has just learned, and this is declared to be teaching. Unfortunately the world in general coincides with this view of the case.

It is hardly possible to read a biography of a self-made American without finding at the outset he taught school somewhere. The great Daniel Webster did this; and many who have not achieved any distinction at all. Not long ago the papers gave an account of an Englishman who emigrated to Australia, where, tho he would not have been licensed to teach in England, immediately was set at work in a school-room. Then he was employed in a slaughter-house (that being more lucrative employment), but this being suspended he undertook teaching again; then he became a labor agitator, and thus rose to the eminence that warranted detailing the steps by which it was accomplished.

An inspector of schools in Vermont relates that a young woman applied to him for the usual exam-

ination preliminary to the granting of a certificate; she had very strong commendations of character, but she knew so little that he was in a great quandary when he undertook to satisfy his conscience and the wish of the young lady. She saw his hesitation and her eyes filled with tears. This determined the official to action. He wrote, "— is highly recommended for moral character, and I think she might teach a small school of very small children." "That is just what I want to do," said the delighted applicant, brushing away her tears.

It never seems to occur to numerous parents and teachers that a teacher is like a fountain: both to be effective must have a "head on". What is taught is directed by what is known but not taught.

A Vigorous Centenarian.

A most interesting event took place in London on March 17, in the celebration of the one hundredth anniversary of his birthday by Manuel Garcia, professor of singing in the University of London, and the celebrated inventor of the laryngoscope, which enabled human phonetics to be placed upon a scientific basis. The laryngoscopic societies of all nations united to do honor to the founder of their science.

In the morning King Edward received Professor Garcia at Buckingham Palace and conferred upon him a commandership in the Royal Victorian Order. In the afternoon a centenary celebration was held under the auspices of the Laryngoscopic Society of Great Britain, which was attended by a number of scientists and musicians. The Marquis Villalobor, Spanish charge d'affaires at London, congratulated Professor Garcia on behalf of King Alfonso, and decorated him with the Royal Order of Alfonso XII. Professor Garcia having been born on March 17, 1805, in Madrid. The German emperor had also bestowed upon him the Gold Medal for Science, and sent Professor Fraenkel, of Berlin, to carry it to England.

In the evening Professor Garcia wound up his strenuous day by attending a banquet in his honor at the Hotel Cecil. He received an ovation as he entered the banquet hall. He was presented with a portrait of himself painted by John Sargent, and received the congratulations of the New York Academy of Medicine from Dr. Harmon Smith. His physical vigor was remarkable, and in his speech replying to the numerous congratulatory addresses, the keenness of his mentality was evident.

Besides his high distinction as a scientist, Professor Garcia, who was the son of the famous Spanish tenor of the same name, as a young man was a singer of reputation, and since then has been celebrated as one of the most famous singing masters of the world, Jenny Lind having been his pupil. In 1825, when he was only twenty, he gave the first performance of Italian opera ever heard in New York.

Training Pupils to Appreciation of Music.

THE SCHOOL JOURNAL has for years advocated the use of the automatic piano in the school-room. It has believed that while not every child can become an interpreter of music, every educated person may become, and has the right to be, an intelligent and appreciative listener. The following extract from the report of the Massachusetts state board of education, dated January, 1905, is of interest in this connection.

"The conservation of the educational increment over the period of mutation is an important prob-

lem," the report reads. "A contribution to a solution of it has been made by the suggestion that there are other things beside singing which may occupy the attention of the pupil. Here lies the opportunity for the development of the power to listen. In fact, from the beginning to the end of the school course great emphasis should be laid on the cultivation of the hearing. To this end I recommend the general use of automatic instruments. Those who frown on them because they are machines have but a fractional view of the problem. They fail to see the goal of culture in music. Correct presentation of really great works is absolutely essential to general training in music. There should be an automatic player in every school hall, and the amateur pianist should vanish. It is better to have outward completeness and accuracy in presentation than much enthusiasm and feeling with five per cent. of blunders."

Sir William Macdonald, of Montreal, has recently announced his intention of giving \$4,000,000 for the erection of a normal school in the province of Quebec, and for the establishment of scholarships in connection with the school. Sir William proposes to carry out an elaborate plan for the raising of Canadian technical pedagogical education, and especially for the improvement of the standard of the rural schools.

Dr. Edward F. Bigelow, editor of the department of nature and science in the *St. Nicholas Magazine*, spent three weeks of last month on a lecture tour in California. Dr. Bigelow has been engaged for work at all the Michigan normal schools this summer. He is an enthusiast and a specialist in nature study and a delightful lecturer. Where he has once been heard he is always wanted again. The subjects of his lectures for this season are: Day lectures,—The Child and Nature; Winning Love for Nature Study; Methods of Studying Plants, Animals, and Insects; Materials; Books and Apparatus. Evening lectures (illustrated by stereopticon): Journeys about Home; Travels in a Swamp; The Haunts of Nature; Nature's Little Things.

A more delightful and useful series of studies for institutes and teachers' associations can hardly be found in this country. Superintendents and institute conductors who are interested, can address Dr. Bigelow at Stamford, Conn.

Letters.

The Amendment in North Carolina.

I beg to correct an error contained in your issue of March 4th on page 250 under the heading "Amendment in North Carolina." The bill proposing an amendment to the constitution in regard to the division of the public school fund between the races was killed, and subsequent efforts to enact laws for the division of the fund between the races according to the taxes paid by each race were overwhelmingly defeated in the general assembly of North Carolina. The law and the constitution in regard to the division of the school fund remain unchanged.

The people of North Carolina have thruout their history been characterized by a deep and abiding sense of justice and, in my opinion, they will never be remiss in the performance of their manifest duty to a weaker race. In my opinion, they feel a keener sense of responsibility for the negro since the adoption of the suffrage amendment to the constitution of the state.

J. Y. JOYNER, Supt. Public Instruction.
Raleigh, North Carolina.

The Professional and Financial Side.

Conducted by William McAndrew, New York City.

For Larger Salaries in New Orleans.

Our New Orleans friends are stirring themselves into action regarding salaries and the cost of living. A petition, signed by all the principals in the public schools, was presented by a committee from the New Orleans Educational Association, and was referred to the school board committee on resources. The Educational Association called a conference of citizens to discuss ways and means. The outcome of their work will be looked forward to with interest.

New Orleans, La., Feb. 9, 1905.

To the President and Members of the Board of Directors of New Orleans public schools:

Gentlemen.—Believing that the board of directors of the public schools of New Orleans appreciates the work of the teachers in the New Orleans public schools, and is in sympathy with their needs, the New Orleans Educational Association would respectfully present to your consideration the following petition from the undersigned principals of the New Orleans public schools, speaking for the entire corps of teachers in the public schools.

We find that, with the present increased cost of living, the salaries now paid our teachers are, in most cases, not living salaries, as evidenced by the appended schedule of teachers' incomes, and of the minimum cost of living in New Orleans.

We, therefore, petition your honorable body to devise some means by which the teachers under your jurisdiction may be relieved, to some extent, from the pecuniary anxieties which now hamper their usefulness. To this end, we would respectfully suggest that the minimum monthly salary be fixed at fifty dollars (\$50.00) for the first year, with an increase of fifty dollars (\$50.00) per annum for each successive year, until a maximum monthly salary of one hundred dollars (\$100.00) be reached; with a proportional increase for principals, and for teachers in secondary schools.

We would herewith append a statement of the minimum cost of living, and of the present and the proposed salaries.—MARY VICTORIA HULSE,

President New Orleans Educational Association.

(A) MINIMUM COST OF LIVING IN NEW ORLEANS FOR TEACHERS.

Board and laundry at \$25.00 per month (12 mos.)	\$300.00
Carfare to and from school (9 mos.)	18.00
Clothing	50.00
Educational literature	5.00
Association dues—	
N. O. Educational	\$1.00
State association	1.00
Pension league	6.00
	8.00
Church and charity	10.00
Medical attention, dentist, etc.	25.00
Incidentals	25.00

\$441.00

For Summer schools	?
Recreation and amusement	?
Cash account	?
Attendance of meeting of state ass'n	?

(B) SALARIES OF ELEMENTARY TEACHERS—PRESENT SCHEDULE.

Associates, 1st year	\$35 for 9 mos.	\$315
“ 2nd year	40 for 9 mos.	360
“ 3rd & 4th yrs.	45 for 9 mos.	405

“ 5th & 6th yrs.	50 for 9 mos.	450
“ 7th, 8th, & 9th yrs.	55 for 9 mos.	495
“ 10th yr. and above 60 for 9 mos.		540

PROPOSED SCHEDULE.	
1st year, 9 mos. at \$50	\$450.00
2nd year, increase of \$50.00 per annum	500.00
3rd year, increase of \$50.00 per annum	550.00
4th year, increase of \$50.00 per annum	600.00
5th year, increase of \$50.00 per annum	650.00
6th year, increase of \$50.00 per annum	700.00
7th year, increase of \$50.00 per annum	750.00
8th year, increase of \$50.00 per annum	800.00
9th year, increase of \$50.00 per annum	850.00
10th year and after, of \$50.00 per annum	900.00

Making an average maximum salary equivalent to \$75.00 per month for twelve (12) months.

On March 9, the Public School Alliance was organized in New Orleans. Their battle cry is “A Million for Public Schools,” surely a commendable declaration. The first measure of the alliance was to endorse high license. This is one of the live questions now before the community.

The School Supply Field.

(Other Notes will be found on pages 359 to 364.)

The contract for desks in the new schools at Rockford, Ill., has been awarded to the American School Furniture Company.

The four new school buildings at McKeesport, Pa., will be heated by the American Warming & Ventilating Company. The Johnson system of temperature regulation was adopted.

The new Willits school, at Monmouth, Ill., will have its heating apparatus installed by the Dickson Heating & Ventilating Company, of Peoria.

A parcel post treaty has been concluded between the United States and Great Britain. By this treaty parcels not exceeding four pounds and six ounces in weight, and not over fifty dollars in value, may be sent at the rate of twelve cents a pound instead of ten cents an ounce, as hitherto provided.

The Scarborough Company, publishers of school wall maps and geography appliances, have sent out their new and attractive catalog. It is a neat pamphlet printed on good paper, and showing many cuts of cases and maps.

The Chas. M. Higgins Company, 271 Ninth street, Brooklyn, N. Y. recently issued two attractive booklets describing their inks and adhesives. These products are sold thruout the world by the best dealers, or they can be obtained direct from the main office in Brooklyn.

In the foreword, the firm acknowledges that the final court to which the legitimate manufacturer appeals, and on whose decision depends the success or failure of the manufacturer, is the public. To this tribunal it confidently appeals, saying in conclusion,

“We have this one fact first in mind the making of our goods, viz.: satisfy the consumer by giving original goods of the best quality and standard, charging a reasonable but fair price therefor, and when this is done the rest is easy.”

Pimples, blotches and all other spring troubles are cured by Hood's Sarsaparilla—the most effective of all spring medicines.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in the 34th year. Subscription price, \$2.50 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly, 50c. a year. A large list of teachers' books and aids is published and all others kept in stock, of which the following more important catalogs are published:

KELLOGG'S LEACHERS' CATALOG. 144 large pages, describes and illustrates our own publications.—free.

KELLOGG'S ENTERTAINMENT CATALOG. Describes the cream of this literature, over 700 titles.—free.

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School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to Editor of THE SCHOOL JOURNAL, 61 East 9th street, New York city.

Author's Right to His Work.

Justice McCall, of the Supreme Court of New York handed down an interesting decision in February in the case of Basil Jones vs. The American Law Book Company. The defendants had engaged the plaintiff under contract to write for the "Cyclopedia of Law and Procedure," and he had written for it an article entitled "Army and Navy." The defendants, to attract attention to their encyclopedia, had it nominally "edited" by famous jurists and judges, publishing the articles under the names of the distinguished gentlemen who looked over the proofs. Mr. Jones prayed for an injunction restraining the defendant from publishing the article "Army and Navy," without having his name attached to it, and the court issued the injunction.

Justice McCall holds that the Common Law gave to a man the full control over his intellectual productions, and most particularly that they should not be published except accompanied by his name as author. This right of the Common Law has in no wise been impaired by any statute, and neither is it taken away by the mere fact that the author is doing his literary work under a contract with the publisher. Nor did the fact that his writings were more or less edited by others affect this right.

The Size of Catalogs.

The *Architectural Record* recently contained a witty and yet sensible article on the subject of catalogs. The *Record* believes that a reform is needed. The article consisted of an interview with an anonymous "leading architect," who described the useless of four out of every five catalogs received by his firm, and told feelingly of the difficulty experienced in keeping in a proper manner the fifth catalog that was really worth something.

The catalogs gotten out by builders, etc., are different from others in their subject matter, but the account given of them by the architect sounded very familiar, and it would appear as if his criticism might apply to many other branches of business besides the builders, contractors, and manufacturers who send their announcements into architects' offices.

Taking up but one topic of the architect's animadversions, it does appear reasonable that a man should complain of the multiplicity of sizes in which catalogs appear. A catalog primarily is for reference. If one had to endure Robinson Crusoe's twenty-eight-years' vigil, one would probably be delighted to peruse again and again the "Fall Announcements" of Messrs. Blank & Blank, simply for its stylistic beauty. But the publishers of catalogs do not seek out Robinson Crusoes in the distribution of their printed matter, and it is somewhat conceited in them to think that in this day of cheap classics and an overflowing modern press, one will lay aside the standard works of our tongue and the latest literary sensation in order to read intently what their hired men think of the firm's new goods.

A catalog then is a book of reference, not a book to be read thru with fascination from cover to cover, but it will be of very little value as a work of reference if one cannot refer to it. And at present one seldom can.

In any busy office many catalogs are received every week, often many a day. As was said before, they are tabulated, not eagerly devoured by an impatient executive staff. This tabulation is done by the office boy, and the office boy makes mistakes. Of course he ought not to, but such is the nature of office boys, and most firms have to employ them for this purpose. It would be nice indeed if one could employ Librarian Putnam, of the Library of Congress, or the director of the British museum to arrange the catalogs, but most businesses do not warrant such an outlay, and have to rely at present upon office boys.

Now when these scores of catalogs are received, they are of every conceivable shape and size, from those resembling a ruler to those that in fatness almost rival a Webster's Unabridged. To arrange a system of classification is not so difficult, but to get the office boy to carry it out intelligently is an impossible task, which is not surprising, for one can hardly expect a great range of knowledge and nicety of discrimination in a person of his years and experience.

But even if the office boy could decide into exactly what classification each catalog would fall, and, of course, to be of value the classification of the office boy must coincide with the one which his employer will form in his own mind when he starts to look for the information contained in that catalog,—how are the catalogs to be arranged so one can find them when every shape except possibly that of a truncated cone is used in their make-up? A shelf will not do, nor a chest of drawers, nor any of the means by which books are arranged in consecutive order. The only feasible way in which the catalogs can be kept in their logical arrangement is to set apart one large room, or rather floor, of a business

house as a museum, with each catalog carefully labeled by a curator.

It may seem a little thing, this matter of the uniform size of catalogs, but when one considers the thousands, and even hundreds of thousands of dollars spent annually on these pamphlets, it surely is a matter worth the thinking about to render them fit for usefulness to the business of those who print them. Until a uniform shape is agreed upon, however, a large part of the money spent in getting catalogs out is literally thrown away.

New Spencerian Writing System.

The American Book Company is issuing a new system of writing. There are six copy books devoted to this series, compiled by Pratt R. Spencer's Sons.

This new system has been devised because of the distinct and widespread reaction against the use of the vertical writing in our schools. It is thoroly up-to-date, embodying all the advantages of the old and of the new. Each word can be written by one continuous movement of the pen.

PLAIN STANDARD FORMS

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U V W X Y Z &
a b c d e f g h i j k l m n o p q r s t u
1 2 3 4 5 - v w x y z - 6 7 8 9 0

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G G H H I I J J K K L L
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The books teach a plain, practical hand. The stem letters are long enough to be clear and unmistakable, avoiding ornamental curves and shade. The capitals are about two spaces in height.

The copies begin with words and gradually develop into sentences. The letters, both large and small, are taught systematically. In the first two books the writing is somewhat larger than is customary, because it is more easily learned by young children, while in the succeeding books the writing is more nearly of the normal size.

Copyright Act of March 3, 1905.

Under Section 4952 of the Revised statutes which has just been amended, the author or proprietor of any book upon complying with the provisions of this chapter, have the sole liberty of printing, reprinting, publishing, completing, copying, executing, finishing, and vending the same; and in the case of a dramatic composition, of publicly performing or representing it, or causing it to be performed or represented by others. And authors or their assigns shall have exclusive right to dramatize or translate any of their works

for which copyright shall have been obtained under the laws of the United States.

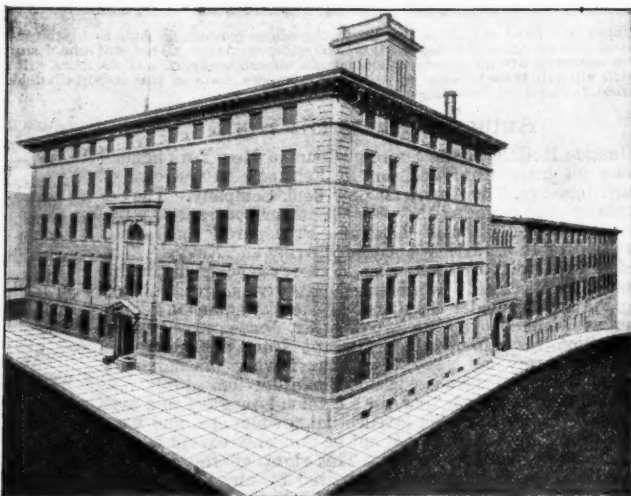
"Whenever the author or proprietor of a book in a foreign language, which shall be published in a foreign country before the day of publication in this country, or his executors, administrators, or assigns, shall deposit one complete copy of the same, including all maps and other illustrations, in the Library of Congress, at Washington. This must be done within thirty days after the first publication of such book in a foreign country. Any one interested in this act, as amended, should secure a complete copy from the Librarian of Congress.

A. H. Andrews Co., of Chicago, Ill., manufacturers of church and auditorium seating as well as school furniture, apparatus, and supplies, have been printing the school laws of Oklahoma for the last two years. They have done this thru their general agent, Will L. Bradford, of Oklahoma City, Okla., there being no state fund for the purpose. These laws have made a book of over 100 pages and have been useful to all who are interested in school progress thruout the territories. The last legislature passed a number of new laws and as it is necessary for school boards and teachers to be familiar with them, this enterprising company have concluded to make the amendments into a neat pamphlet so that they can be inserted in the previous volume and preserved for reference for the next two years.

New Methods in Geography.

It is an old saying that nothing can lie like figures, and one sometimes feels that a similar remark would not be inappropriate in regard to maps. This is not said in disparagement of maps, because they are of the utmost importance in the study of geography and history, any more than it would be proposed to do away with figures, and, like the native bushmen of Australia, perform all arithmetical calculations by means of a few sticks laid on the ground. But if a child is taught geography solely from the ordinary flat map, he will carry thru life mental concepts which will not only be erroneous, but which will hamper his thinking even when he realizes perfectly that they are erroneous.

This is due to the fact that the earth is a ball. Children are conscientiously told that, or rather, with extreme scrup-



NEW QUARTERS AMERICAN BOOK COMPANY, 300 Pike St., Cincinnati.

The Cincinnati office of the American Book Company has recently moved into a new home. The building, as shown in the accompanying illustration, is large, commodious, and complete in its modern equipment. Offices, printing house and bindery all under the one roof. It is a model business building in every way. It has 169 feet front on Pike Street, and 391 feet on Third Street. The supports and roof are of Ferro-Concrete; and there are 108,800 square feet of floor space.

pulosity, they are informed that our world is like an orange flattened at both ends, but they don't believe it. That is they don't believe it in a practical way, however they may repeat certain statements concerning that dogma for the edification of their teachers. And the reason is, not so much that their eyes make the contrary seem true in their daily life, as that at school itself they are not brought, in their studies, face to face with this truth. The maps deceive them.

It is all very well to represent a county, or a state, or even the United States as a flat surface, altho even in regard to the United States the method involves queer mental

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twists in regard to Alaska, and gives one only a feeble idea of the position of Hawaii, but our geography should not be parochial. A map of the world should be on the wall of every school-house, and the ordinary map of the world—a rectangle—is about as inadequate a portrayal of the truth as one could well find. It was all right maybe in the days when a lion's head adorned the middle of Asia, and two-thirds of the American continent was ornamented with griffins, to denote that the learned map-makers were ignorant of what was really in those regions, but in this day of careful exploration and exact science, it is absurd for the school systems of civilized countries to offer a rectangle to inquiring children, and tell them that there is a map of the world. We would realize the ludicrousness of it, if our perception were not blunted by habit.

And it is so needless too. Cartographers of merit are fairly numerous, and it is easy to purchase maps which are not merely approximations to a representation of the truth, but are the real representation of the truth.

Of such kind are Hammond's map of the world on the equivalent projection. This projection causes all the areas of the world to appear in true proportion, and its merits have recently been recognized by the United States government. The entire surface of the earth is represented enclosed within an elliptic outline. The parallels are straight lines, and the meridians, with the exception of the central one, are ellipses. Each zone or sub-division of the projection is in due proportion to corresponding areas on the sphere.

Now that is scientific and will delight an intelligent child. As he stands a few feet from the wall and gazes on the map he is in exactly the proper relationship with every country on the planet, a triumph of scholarly care having been able to transfer a solid into a surface without destroying truth. Such a map will stimulate the child to undertake for himself further researches in geography. The day will arrive when the old method of exhibiting a parallelogram to the child as the earth, with every single object on it completely out of its real relation with every other object and saying to the child in effect, "Now that is the world, and you must study the world's geography from that picture, but I will privately disclose to you the occult fact that the earth really is entirely different, and we only teach you geography in this way because it is so much easier to draw this kind of map than it is to get up the true kind," will be regarded as barbarous, if not positively immoral.

Hammond's maps are also Twentieth Century maps. The latest political arrangements are indicated on them, down to

the Republic of Panama. Moreover this is an age of commerce. The Hammond maps recognize that fact, for submarine cables, important steamship lines, and railroad routes are given especial prominence. Indeed in the standard commercial map of the United States the railroad changes of the last two years—aptly called the "railroad era of consolidation"—are shown in minute and accurate detail. It is thus that the pictorial teaching of geography is made vivid and impressive.

New Smith Typewriter.

A number of features unique in typewriter mechanism have been employed by the L. C. Smith & Bros. Typewriter Company in the construction of the new writing-in-sight machine which they are now placing upon the market.



That most important of typewriter parts, the type-bar is operated in a pivot and side-wall bearing so positively that the use of the type-bar guide, common on visible writing machines is entirely obviated without the least detriment to the alignment, which is further ensured by a shifting segment, in place of a carriage shift for changing from small letters to capitals. It follows that the carriage is thus allowed to maintain perfect stability,

even at the very end of the line of writing.

Altho faulty paper feeding mechanism has been the bane of typewriter manufacturers generally, it appears that the inventors of L. C. Smith & Bros. machine have overcome the common and uncommon difficulties the paper-feeding device has heretofore presented. Their paper feed, at least, performs acceptably tasks unheard of before, like handling a forty-page stitched booklet of heavy paper as simply as a common letter sheet, or carrying a dozen or more narrow sheets of heavy paper at one side and a single sheet of tissue paper at the other uniformly with practically the same tension upon both. It has been pronounced the most elastic paper feed ever seen by many experts. No matter how many sheets are inserted the alignment is not affected in the least.

TEXT-BOOKS FOR THE GRADES

WELL WORTH CONSIDERATION

At this season, when the important question of the selection of text-books for the next school year is receiving attention from school officials and teachers, it is believed that the publications named below deserve careful consideration.

There are no better text-books for the grades to be found; their merit has been amply demonstrated in actual use in the schools of the country. Comparison with other books of the kind is invited. The publishers will be glad to give at any time information concerning their books, and correspondence relating to them will have prompt attention.

TARR & McMURRY'S GEOGRAPHIES

For all grades in which Geography is taught.

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FIRST LESSONS SHORT HISTORY

Covering the whole field of United States history below the high school.

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CHANCELLOR'S GRADED CITY SPELLERS

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A complete and thorough course in English composition and grammar for the grades.

COMAN & KENDALL'S SHORT HISTORY OF ENGLAND

Especially adapted for Grammar Grades.

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FOR SECONDARY SCHOOLS

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WITH REPRESENTATIVE MASTERPIECES AND NOTES

By CHARLES MILLS GAYLEY, Professor of English Language and Literature in the University of California, and CLEMENT C. YOUNG, Head of the English Department in the Lowell High School, San Francisco

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This new book is unique in being the only one published which unites in one volume a collection of poetry and the special history of poetry. Here are printed, with running historical and critical comment, the poems required for entrance to most American colleges. None but the most important poets are represented. The Texts are as nearly as possible what the poets have given. Special care has been bestowed upon the Notes, which are exceptionally valuable. Professor Gayley's Introduction, occupying more than a hundred pages, is a comprehensive and notable treatise on the Principles of Poetry in their various aspects. The new volume has been prepared with special reference to the needs of high schools.

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An ingenious tabulating device is an integral part of every machine. The tabulator space bar is situated at the top of the keyboard so that the fingers may reach it without leaving the numeral keys. The feature of compactness in the



keyboard is marked, the marginal release being also in the keyboard, and the line space lever so situated that the operator's hand does not leave the plane of the keyboard either to space or reverse the carriage. By an ingenious device the line space lever is given the same sweep for single, double, or treble space.

L. C. Smith & Bros., the manufacturers, have opened a handsomely furnished branch in New York at 311 Broadway, and by May 1 will have "the sign of the running horses" (their trademark) over the doors of similar stores in at least fifteen of the larger American cities.

Sectional Laboratory Tables.

One of the latest additions to laboratory equipment, designed to meet the growing demand for exact apparatus, of high grade, and up-to-date in every requirement, is found in the New Queen Sectional laboratory table. It is complete in every detail.

Made in sections, each fitted with every requisite, they can be extended, when desired, by being placed together either endwise or back to back. They can easily be moved, being small enough to pass thru any regular sized door, and are convenient to crate for shipment, thus meeting the needs of schools, as well as for commercial or private use.

A single section has fittings for two Bunsen burners, one 3-swing gas jet, and two shelves for reagent bottles; these shelves are rigidly attached, and are constructed to conceal the gas and water pipes. The plumbing connections are all in sight. The cupboards and drawers are constructed in a manner



which prevents the possibility of interference by the removal of a drawer, or other part of the table.

An interesting description of this article can be obtained by applying to Queen & Co., Inc., Philadelphia, Pa.

Ballard's Translation of the first six books of Virgil's Aeneid has been adopted as a supplementary reading book in the public schools of Pittsfield, and Lenox, Mass. It has also been recommended by the state superintendent for introduction in the public schools of Vermont.

THE JONES READERS

By L. H. JONES, PRESIDENT OF THE MICHIGAN STATE NORMAL COLLEGE

FIVE-BOOK SERIES

The Jones Readers (five-book edition) appeared in the spring of 1903, and in the comparatively short period since their appearance have been widely adopted in the schools of the country.

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The "Jones Readers by Grades," recently published, present a series of eight books corresponding to the eight grades or years below the high schools. They contain not only all the matter of the earlier series, but, in addition, a very large number of new selections of a high order of excellence.

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- ❑ Well chosen explanatory and biographical notes make each lesson clear and intelligible without detracting from the main purpose of the books,—the teaching of reading.
- ❑ The illustrations are numerous and attractive, and represent the work of the best artists and engravers.
- ❑ The attractive cover, the durable binding, and the clear, well-printed page unite in making the mechanical execution of these books as nearly perfect as possible.

"WHAT ARE OUR YOUNG PEOPLE READING?" a suggestive monograph by President Jones, will be sent postpaid to any address on request. It is accompanied by an illustrated catalogue of more than 300 supplementary readers and books for school libraries.

NEW YORK
BOSTON

GINN & COMPANY PUBLISHERS CHICAGO LONDON

With the Publishers.

Each summer the American Book Company conducts two summer schools for teachers; one in Boston, Mass., and one in Chicago, Ill.

The Boston school will open July 11, closing July 27, and will meet at the Whitney International School of Music, 246 Huntington avenue.

The Chicago school opens Aug. 7, closing Aug. 19, meeting at Abraham Lincoln Center, corner of Oakland Boulevard and Langley avenue. The New School of Methods in Public School Music, with the present session, closes the eleventh year of its work.

The following are among the adoptions reported by the Cincinnati office of the American Book Company:

South Bend, Ind.,—New Education Readers.

Cincinnati High Schools,—Kayser and Monteser's Brief German Course.

Cincinnati Elementary Schools,—Stewart and Coe's First Days in School, Smythe's Reynard the Fox, Smythe's Old-Time Stories Retold. These books were selected by a committee of teachers for use as regular readers in the first year.

Lebanon, Ill.,—Steps in English.

Bloomington, Ind. (High School),—Andrews' Botany All the Year Around.

Princeton, Ind.,—Milnes' Mental Arithmetic.

Collinsville, Ill.,—Dyers' Lessons in Physical Geography.

The managers of the San Francisco office of Ginn & Company have recently had the pleasure of securing several large adoptions. Among others, the Cyr readers, published by this house, and of which there are five volumes, have been adopted for four years as the exclusive readers to be used in the state of California.

Buffalo, N. Y., has adopted the Blodgett readers (Ginn & Company), written by Supt. A. B. Blodgett of Syracuse, N. Y. Grand Rapids, Mich., has adopted D'Ooge's Latin, published by Ginn & Co.

Hodge's "Nature Study and Life" (Ginn & Company), has been adopted by the Illinois State Teachers' Reading Circle for the year 1905-06.

Smith's Arithmetics have recently been adopted in Keene, N. H., in Pawtucket, R. I., and in the State Normal school at Bridgewater, Mass.

Ginn & Company have issued a most attractive little booklet giving their new educational publications, which is not only attractive, but most instructive. The first half of the pamphlet is an essay by Prof. David Eugene Smith, of Teachers college, Columbia university, author of "Smith's Arithmetics" on "The Old and the New Arithmetic." Professor Smith tells the story of the rise of the study of arithmetic, and there are many reproductions of the pages of famous old arithmetics in many languages, as the reproduction of the first example in long division ever printed, which appeared in the Treviso Arithmetic published in 1478, and the finger notation from Paciolo's work in 1494. Ginn & Company will be pleased to send this bulletin to any teacher.

The Macmillan Company have within the past few weeks taken possession of the five-story residence on Fifth avenue adjoining their large building to the south, and have remodelled it to suit their purposes. The educational department of the house occupies the entire ground floor and is therefore most pleasantly located, with an excellent view out upon America's most famous thoroughfare. It is almost conveniently located for receiving visits from friends.

The state of Louisiana has adopted the Tarr and McMurtry Geographies, published by the Macmillan Company. This is the fifth state to adopt one or more of these geographies.

F. S. Hoppin, Jr., has recently accepted the position as advertising manager for Charles Scribner's Sons. Mr. Hoppin comes to this position from *Leslie's Monthly*.

Moffat, Yard & Company, the new publishing house, announce that from now on all new drawings by Howard Chandler Christy in separate picture form will be published by them.

The Lothrop Publishing Company, and Lee & Shepard, both of Boston, Mass., have combined their two houses, being now known as the Lothrop, Lee & Shepard Company, publishers. W. F. Gregory is manager. Their address is 93 Federal street, Boston, Mass.

The new company will not use the name of Lothrop, Lee & Shepard Company as an imprint, but continues the imprints of Lothrop Publishing Company and Lee & Shepard.

W. D. Moffat, for twenty years with Charles Scribner's Sons and lately business manager of *Scribner's Magazine*, has formed a partnership with Robert S. Yard, manager of

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Chicago



New York

book advertising for the Scribner house and editor of *The Lamp*. The new firm of Moffat, Yard & Company, will engage in a general book, art, and periodical publishing business at 289 Fourth avenue. The firm have an interest in *Town and Country*.

The J. B. Lippincott Co., of Philadelphia, have organized a clipping bureau in their office to which they request all reviews of their books, etc., to be sent. The organization of this bureau will enable the company to keep accurate track of all mention of the Lippincott publications, and will enable them to give proper credit to magazines and newspapers that deserve it. This is a piece of progress in line with the careful management of the Lippincott Company, and is to be commended as much superior to the rather haphazard manner in which such notices are received and handled in most publishing offices.

Mr. John S. Clark has announced his retirement as treasurer and as director of the Prang Educational Company. Mr. Clark and Louis Prang formed the company in 1880, for the purpose of assisting in the promotion of art instruction in public education.

The entire direction of the company was in the hands of Mr. Clark for twenty-three years as its business manager and treasurer, and he always kept in view the idea that its business success was conditioned entirely by the degree of its usefulness in promoting public art education.

On Feb. 21 there was incorporated at Albany the Robert Appleton Company, publishers, with offices at No. 1 Union square. The company is formed to publish a Roman Catholic encyclopedia, which will give full and accurate information upon all Roman Catholic subjects. Such a work, altho some time ago executed in German and French, has never yet been attempted in English.

The directors of the company are Edward Eyre, Hugh Kelly, Robert Appleton, and Charles G. Heberman. Mr. Heberman, who is professor of Latin at the City college, will be editor-in-chief, and his associate editors will be Edward A. Pace, professor of philosophy in the Catholic university at Washington, the Rev. T. J. Shahan, professor of church history in the same university, the Rev. John J. Wynne, S. J., and Mr. Conde Pallen. Mr. Pallen will be the general manager.

The young people in our schools and colleges are beginning to turn their eyes toward commencement day, and to reckon up the honors they will obtain on that occasion. Of course the chief honor, if a student is in the graduating class of an

institution, is the diploma, which certifies that such and such scholastic work has been performed. It is indeed several months to the conclusion of the season's labors, but as in other years, we shall find the time swiftly coming upon us, and it behooveth instructors and faculties to consider the commencement day as well as it does the pupils.

Diplomas are valuable little documents which ought to be prepared with considerable care by those who have experience. Yet they are prepared so seldom, comparatively, that at the last moment many a secretary of a faculty hardly knows where to turn to get them. It may be a convenience therefore for schools, colleges, etc., to know that Ames & Rollinson, 203 Broadway, New York city, are a firm with a great amount of experience in providing suitable diplomas of all kinds, and as they make a specialty of that line of work they are able to provide diplomas at prices impossible to establishments with whom a diploma is a thing ordered only on rare occasions. Ames & Rollinson have the best models for wording and arrangement, particularly if a school is about to issue a new form of degree, or to make a change in its style of diploma, the best and accepted method can be found by communicating with these specialists in that line.

Silver, Burdett & Company.

Silver, Burdett & Company are rapidly enlarging their series of modern language text-books. In a few days they expect to make announcement of five additional volumes.

Their very popular modern music series has been re-adopted by the state of Louisiana.

Edgar O. Silver, president of the house, is in Derby, Vt., for a short rest.

Haviland Stevenson, general agent, was taken quite ill on his way to the recent Milwaukee conference and has been in the hospital in Chicago until last week when he returned East. He is now with his sister in Boston.

Dr. J. A. C. Chandler, editor-in-chief, attended the Modern Language association at New Haven, Conn., on March 25.

Mr. Caspar W. Hodgson, head of the advertising department, has been ill with the grip for some days.

Miss Edith Winship, of the editorial department, has returned from a three months recreation trip thru Mexico. Miss Winship is a daughter of Dr. A. E. Winship, editor of the *New England Journal of Education*.

Mace's School History of the United States

By WILLIAM H. MACE, Professor of History in Syracuse University, Syracuse, N. Y.

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New York

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text-books, also your



book advertising for the Scribner house and editor of *The Lamp*. The new firm of Moffat, Yard & Company, will engage in a general book, art, and periodical publishing business at 289 Fourth avenue. The firm have an interest in *Town and Country*.

The J. B. Lippincott Co., of Philadelphia, have organized a clipping bureau in their office to which they request all reviews of their books, etc., to be sent. The organization of this bureau will enable the company to keep accurate track of all mention of the Lippincott publications, and will enable them to give proper credit to magazines and newspapers that deserve it. This is a piece of progress in line with the careful management of the Lippincott Company, and is to be commended as much superior to the rather haphazard manner in which such notices are received and handled in most publishing offices.

Mr. John S. Clark has announced his retirement as treasurer and as director of the Prang Educational Company. Mr. Clark and Louis Prang formed the company in 1880, for the purpose of assisting in the promotion of art instruction in public education.

The entire direction of the company was in the hands of Mr. Clark for twenty-three years as its business manager and treasurer, and he always kept in view the idea that its business success was conditioned entirely by the degree of its usefulness in promoting public art education.

On Feb. 21 there was incorporated at Albany the Robert Appleton Company, publishers, with offices at No. 1 Union square. The company is formed to publish a Roman Catholic encyclopedia, which will give full and accurate information upon all Roman Catholic subjects. Such a work, altho some time ago executed in German and French, has never yet been attempted in English.

The directors of the company are Edward Eyre, Hugh Kelly, Robert Appleton, and Charles G. Heberman. Mr. Heberman, who is professor of Latin at the City college, will be editor-in-chief, and his associate editors will be Edward A. Pace, professor of philosophy in the Catholic university at Washington, the Rev. T. J. Shahan, professor of church history in the same university, the Rev. John J. Wynne, S. J., and Mr. Conde Pallen. Mr. Pallen will be the general manager.

The young people in our schools and colleges are beginning to turn their eyes toward commencement day, and to reckon up the honors they will obtain on that occasion. Of course the chief honor, if a student is in the graduating class of an

institution, is the diploma, which certifies that such and such scholastic work has been performed. It is indeed several months to the conclusion of the season's labors, but as in other years, we shall find the time swiftly coming upon us, and it behooveth instructors and faculties to consider the commencement day as well as it does the pupils.

Diplomas are valuable little documents which ought to be prepared with considerable care by those who have experience. Yet they are prepared so seldom, comparatively, that at the last moment many a secretary of a faculty hardly knows where to turn to get them. It may be a convenience therefore for schools, colleges, etc., to know that Ames & Rollinson, 203 Broadway, New York city, are a firm with a great amount of experience in providing suitable diplomas of all kinds, and as they make a specialty of that line of work they are able to provide diplomas at prices impossible to establishments with whom a diploma is a thing ordered only on rare occasions. Ames & Rollinson have the best models for wording and arrangement, particularly if a school is about to issue a new form of degree, or to make a change in its style of diploma, the best and accepted method can be found by communicating with these specialists in that line.

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Silver, Burdett & Company are rapidly enlarging their series of modern language text-books. In a few days they expect to make announcement of five additional volumes.

Their very popular modern music series has been re-adopted by the state of Louisiana.

Edgar O. Silver, president of the house, is in Derby, Vt., for a short rest.

Haviland Stevenson, general agent, was taken quite ill on his way to the recent Milwaukee conference and has been in the hospital in Chicago until last week when he returned East. He is now with his sister in Boston.

Dr. J. A. C. Chandler, editor-in-chief, attended the Modern Language association at New Haven, Conn., on March 25.

Mr. Caspar W. Hodgson, head of the advertising department, has been ill with the grip for some days.

Miss Edith Winship, of the editorial department, has returned from a three months recreation trip thru Mexico. Miss Winship is a daughter of Dr. A. E. Winship, editor of the *New England Journal of Education*.

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In and Around New York City.

The board of aldermen on March 21 passed a resolution authorizing the issuance by the city of five million dollars' worth of bonds for the erection of new school-houses. The money will be expended under the direction of the board of education. The board, however, declined to appropriate one million dollars for playgrounds for children. This action was taken on the advice of the committee on finance. Alderman McCall, Tammany leader in the board, said that the aldermen were not opposed to the appropriation itself, but were opposed to the manner in which the board of estimate had handled it. The comptroller had drawn the resolution so crudely that there was not a word in it to show for what purpose the one million was to be spent.

Inspector Henry M. Lechtrecker has made a report to the state board of charities on food conditions existing among the children of the industrial schools in New York city. He reports that of 10,000 children, he found that on account of poverty, 439 began the day's studies without any breakfast, 998 had had an insufficient breakfast, while 7,415 had breakfasted only upon bread and tea or coffee. The great majority of the children were anemic for lack of sufficient quantity of nourishing food.

The Eagle avenue school of the Bronx, P. S. No. 10, recently celebrated its fourteenth anniversary. The principals, Mr. Evander Childs and Miss Sarah M. Rains, have been connected with the school for many years and are justly proud of the good records made by their former and present pupils. The boys and young men of the school have always taken a keen interest in athletics. For several years they have held the athletic championship of the Bronx.

When the school opened fourteen years

ago, there were 400 pupils in the grammar department; at the present time the average attendance in this department alone is 1500. A large number of the graduates are now teaching in the city. It is an interesting fact that at least twenty of the original teachers are still connected with the school.

The board of examiners will hold on April 6 and 7 examinations for licenses to teach various subjects in the high schools. The following will be the subjects: Commercial branches, drawing, elocution, English (men only), forging, German, joinery, mathematics (men only), machine shop practice, music, sewing and dressmaking, sewing and millinery, stenography and typewriting, wood turning and pattern making. The written examination of each applicant will include the science of education.

Superintendent of Buildings Snyder has filed plans for the construction of a fire proof gymnasium for school No. 20, Rivington and Forsyth streets, H. William Smith, principal. The cost will be about \$12,000.

Plans have been filed at the bureau of building for a four-story and basement building to be occupied as the parochial school of St. Monica's Roman Catholic church. The school will be erected on the southwest corner of Barrow and Washington streets, and will have dimensions of 100x75 feet, with a facade of Flemish brick. The basement will be fitted up with separate playgrounds for the boys and girls. The entire structure is estimated to cost \$90,000.

The trustees of Columbia university, immediately upon learning of the fire at the National Academy of Design on One Hundred and Tenth street, offered the hospitality of the university to the homeless artists.

Excessive home study has always been the despair of New York school children. This has been brought about by the departmental system, where the teachers, being specialists, often require home work.

The superintendents have finally decided that in the third and fourth years home study from books should be restricted to one subject each day, or, at most, to two subjects. In the fifth and sixth years the home study from books should be restricted to two subjects each day, and the time given to study one hour. In the seventh and eighth years the home study should be restricted to three subjects each day, time given, one and one-half hours.

The Ellis bill will probably have a hearing in Albany this week. This bill removes Dr. Maxwell from the board of examiners, lowers the standards fixed in the charter for exemption from examination, and gives the board of education instead of the city superintendent discretion to exempt from examinations. The board of education will oppose the bill. At its meeting last Wednesday the members unanimously declared their opposition to the bill, which they say is a deliberate attack on the merit system. Further evidence of the determination of the authorities to maintain the merit system was given when the board of examiners in complying with the request of the board of education to grant licenses to the June, 1903, graduates of the Normal college made it clear that the only reason they did so was because the board of education held that the graduates had a legal claim to the licenses.

Teachers' Pension Bill.

Every indication points to the passage, at Albany this week, of the amended teachers' pension bill. Advocates of the



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bill have been in the state capital for several days, urging the legislature to pass the bill, and making much of the withdrawal of the opposition of the board of education.

If passed by the assembly the bill will then come before the mayor for his approval. The opposition are preparing to make their fight before the mayor, feeling that the attitude of the board of education toward the bill will aid them. No effort is being spared by the advocates of the bill to secure its passage. They claim that at the hearing before the mayor the sentiment of the teachers in its favor will be shown in no unmistakable manner.

The bill as reported out of the senate cities committee contains the amends which have been suggested since the introduction of the measure. They provide that teachers, principals, and superintendents shall retire on half pay, but that no pension shall be more than \$2,000, which is the present limit for superintendents. This will permit an increase in the pensions of the teachers and principals who draw the higher salaries.

Another of the amendments provides that the board of education shall have a majority on the board of retirement. This board will consist of seven members, of whom three shall be teachers. The board's representatives will be the president of the board of education, the city superintendent, the chairman of the committee on elementary schools, and the chairman of the committee on high schools.

Two other amendments provide that the board of education shall have the right to retire teachers who have reached the age of sixty-five years, and who are mentally incapacitated for the performance of their duties. Teachers dismissed from the service shall be entitled to withdraw from the fund all the money they have contributed under the one per cent. provision.

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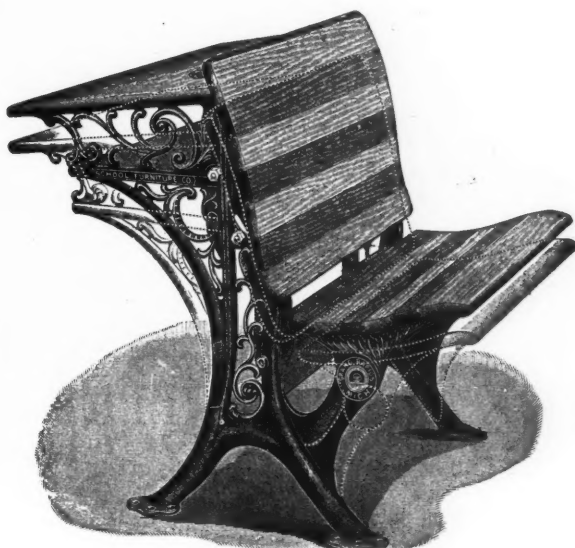
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Contest closed April 5th 1905. Awards made April 20th, 1905. List of Prize Winners announced in June issues of "School Arts Book," "Normal Instructor," and "School Journal."

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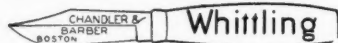
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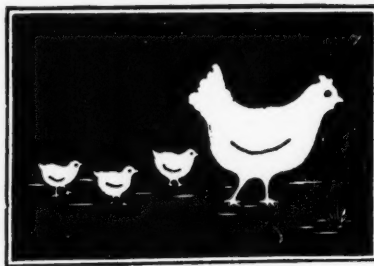
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A Shorter School Day.

The meeting of the New York City board of education, on March 22, was an interesting one but void of decisive action, regarding the advisability of revising the present course of study. The question under discussion for more than two hours was the shortening of the school day for children in the first two grades of the elementary schools.

The question is one of great importance to those interested in the schools of New York City. This was shown by the full attendance of the members of the board and the presence of a large number of principals and teachers. Abraham Stern, chairman of the special committee appointed to investigate the problem of cutting off an hour and a half from the school day by the elimination of the so-called "fads and fancies," presented his minority report. In his address he urged the futility of retaining the "non-essentials" in the curriculum of the first two years.

"I contend," said Mr. Stern, "that three and a half hours schooling a day is enough for any child. You can no more cram knowledge into a child's brain than you can cram food into its stomach. I will admit that manual training is of value as a relaxation, but my proposition does not do away with the periods of relaxation. It simply does away with such subjects as sewing and other pursuits which come under the generic head of manual training in the first few years. Even the advocates of manual training will admit that the children are not thoroughly grounded in it. When we consider that the actual time devoted to the essentials in the case of full-time children is less than three hours, we can see where it might profitably be eliminated. In part time classes a little more time is given to essentials."

"How then can it be in justice said that we who advocate the shorter day seeking to deprive the full time children of an education? We would deprive them of nothing of value. I will admit that under my plan the boys will be deprived of sewing and some singing and both boys and girls of some drawing, but would such deprivations justify the cry our opponents would raise that we would rob the children of their dues?"

Referring to the city superintendent's contention that the mothers of New York objected to a shorter day Mr. Stern said:

"Part time is a condition, and a permanent condition. There will be more children on the streets in the congested district under the shorter day than there were at present."

"In the non-congested districts the 3 1-2 hour day will work no injury. The congested districts are inhabited chiefly by the poorer classes of children. I unhesitatingly aver that they do not compare unfavorably with the children of more favored localities. It is a matter of congratulation when we go to the schools on the lower east side and see the neatness of the pupils."

"It is urged that the shorter day will throw the children on the streets. The same crowded conditions existed thirty years ago which exist to-day. The shortening of the school day and the elimination of non-essentials is a step in the right direction. It is a fight that has come to stay. If the shorter day is put into effect it will mean seats for 50,000 children, or the saving of fifteen school buildings and \$5,000,000 in corporate stock."

"Analysis of the present course of study shows that 49 1-2 per cent. of the school day is now devoted to the non-essentials. The general school fund is \$16,000,000. If we save 50 per cent. time we save \$8,000,000."

Mr. John Greene, one of the signers

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of the majority report was the next speaker. He opposed the arguments of Mr. Stern and declared that the congested condition of the public schools in the city was but temporary. If he were not convinced of this he would favor the shorter day suggested by Mr. Stern.

"The essentials of to-day," said Mr. Greene, "are totally different from the essentials of yesterday. They will be different to-morrow what was best twenty years ago is by no means best now. We do not deem it best now to teach children thru the eye alone. The board of superintendents is now, and has ever been, open-minded in receiving suggestions about the course of study. There has recently been an increase in the time devoted to mathematics and a decrease of time devoted to drawing, constructive work, and singing.

"I am opposed to the shorter day plan. I favor an increase of manual training in the schools. I believe that the public schools are now operated under an exceedingly well worked-out educational system."

Several other members of the board of superintendents and of education spoke on the subject. Not one of the speakers endorsed the present course of study in its entirety. On the contrary, they took the position that certain studies might be eliminated or curtailed. All of them were opposed to the idea of the shorter day.

Several members of the board declared that the subject was too large to be decided off-hand and the meeting adjourned so that these members might have an opportunity to investigate the conditions more thoroly. Next week we hope to be able to report on their special consideration of this rather important controversy.

Whitelaw Reid.

Among the nominations sent in to the United States senate by President Roosevelt on March 6, was that of the Hon. Whitelaw Reid, chancellor of the University of the State of New York to be ambassador of the United States to King Edward VII. Mr. Reid is the editor-in-chief and proprietor of the New York Tribune, was minister to France during the administration of President Harrison, and was the special ambassador sent to represent the United States at the Diamond Jubilee of Queen Victoria in 1897, and at the coronation of the present king in 1902. Mr. Reid was also the candidate of the Republican party for vice-president of the United States at the election of 1888. He is a graduate of Miami college, '56, and has been a regent of the state university since 1878, and its chancellor since last year. He has received the decoration of a doctor of laws from his alma mater, from Princeton and Yale universities, and from the University of Cambridge.

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Careless Phrascology May Cost \$200,000.

The corporation counsel has informed the board of education that, in his judgment, the claim of Henry C. Moore, teacher of a graduating class in school No. 9, Brooklyn, for back salary of \$1,387.50 with interest, is valid, and advises the board not to allow the claim to go into the courts.

Mr. Moore's claim is based on a mistake of the board of education when it amended its by-laws, which mistake was only recently discovered. According to the Davis law teachers of graduating classes were to receive a minimum salary of \$1500, which was to be increased by \$150 a year for seven years until the maximum of \$2400 a year was reached. The board meant to carry out the provisions of this act of the legislature in its by-laws, but it worded the by-law so ambiguously that the teachers of graduating classes can plausibly claim that not merely graduating-class experience in teaching but general experience should count in computing the seven-year schedule, and the corporation counsel thinks that the courts would take the meaning contended for by the graduating class teachers to be the legal sense of the words of the by-law, however the board might contend that it really meant no such thing.

There are numerous graduating class teachers with claims similar to Mr. Moore's. The aggregate of these claims will amount to \$200,000. It is yet uncertain whether the board of education will accept the advice of the corporation counsel and pay these claims or fight the teachers in the courts.

Revolutionary Relics.

There has been on view in the library of Columbia university Mr. E. B. Holden's collection of rare prints, manuscripts, and other valuable relics of the American Revolution. It is one of the most interesting exhibitions of Revolutionary records in existence, and in itself well repeats the story of the war of 1776.

There are autograph letters of Washington, Patrick Henry, Benjamin Franklin, the Marquis de Lafayette, and Benedict Arnold. Two of the original stamps issued in accordance with the Stamp Act of 1765 are there, and many interesting relics of Washington, from a sheet of his survey notes as a lad, to the original copy of a funeral discourse delivered in New Haven on his death.

The collection also contains Trumbull's original sketch for his painting of the Battle of Bunker Hill, and a colored engraving of the Boston massacre, by Paul Revere. There are a number of beautiful medallions and miniatures.

Friend Tammany.

Prof. William M. Sloane, of the department of history of Columbia university, spoke at the annual meeting of the University Settlement society at Sherry's on the afternoon of March 12. "Modern Feudalism" was his topic.

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Manual Training—for Use.

Dr. James P. Haney, supervisor of manual training for Manhattan and the Bronx, spoke on March 21 before the Central Auxiliary committee of Women of the Charity Organization society.

Dr. Haney said that many persons had an idea that manual training in the schools is the hobby of a set of doctrinaires, or of an individual, and that the present curriculum is made up of show work. This is a mistake. Manual arts are studied for use and not for show, and when this is done, teachers are markedly in favor of them.

Children, continued Dr. Haney, are naturally constructive. At first they have a small vocabulary and express everything by drawing. Next they desire to make things, and we give them the straw raffia and worsted materials with which they are familiar to develop their manual dexterity, and later they become critical and desire to do better work and we lead them out into the world. If the work is not done developmentally, it spoils itself. Education is the relation of the individual to his environment, and that relation is not complete unless manual dexterity is included in education.

In response to a question, Dr. Haney said that the public school authorities were seriously considering the subject of an elementary industrial school, and he thought that something of the kind would be started within the next decade. Many boys are now being forced out of the schools when they would remain if there were this kind of instruction. They do not want the English, technical, classical, or commercial high schools, and we are forced to say to them, "If you wish to study a trade, you must break a window and be arrested, for it is only in the reformatories that we have trade schools."

Burton Holmes.

The large audience at the Lyceum Theater were delightfully entertained by Burton Holmes in his talk about London. Nearly two hours were spent in describing and picturing the parks, pleasure grounds, the Derby races, the scenes on the Thames. We have before commended strongly the character of such lectures for the public who desire pleasure and profit. We hope many of the teachers and older pupils of the schools will attend these lectures. The moving pictures are better every year; the races at Derby and the Regatta were especially fine.

Memorial to Miss Porter.

A three-story building adjoining the Woman's Exchange, at Madison avenue and Forty-third street, was opened on March 18 as a memorial to Miss Sarah Porter and her celebrated school at Farmington, Conn., by one-time pupils of the school.

There are several large reception rooms in the building, and on the top floor are accommodations for Farmington girls who are visiting the city.

The lower floor is a Dutch kitchen, which the Exchange will utilize as one of its lunch and tea rooms. The fittings and decorations carry out completely the idea of a Dutch kitchen, and afford a very attractive picture. In one corner is a staircase, supported by bark-covered posts. The reception rooms above, very attractively furnished, are in brown and green.

Professor Sloane of Columbia university paid a tribute to Miss Porter. Mrs. William G. Choate, who has been a prime mover in the securing of the building, spoke appreciatively of the late Mrs. Heber R. Bishop, who gave \$5,000 toward the building, and died just a few days before its completion. The guests present, after some further remarks, and the singing of "Auld Lang Syne" by the former Farmington girls, passed down the quaint stairway to the Dutch kitchen, where tea was served.

Catholic Normal College.

A meeting of the Roman Catholic clergy and laity was held on the evening of March 21 at De La Salle institute, to devise means of raising money for the normal college which the Christian Brothers desire to build at Pocantico Hills. Brother Joseph, provincial of the Christian Brothers, said that in the fifty-six years that the order had labored in New York this was the first time they had asked for aid. He explained that the purpose of the normal college was to train members for teaching in the parochial schools, and to provide a home for aged brothers.

Mr. David McClure presided, and after Brother Joseph had finished, Mgr. Mooney and Congressman W. Bourke Cochran addressed the assemblage. In ten minutes \$12,000 was raised among those present. A committee of five hundred laymen will soon be formed who will endeavor to raise \$400,000 for the college.

Columbia with the "Beaux Arts."

The faculty of the School of Architecture of Columbia university have rearranged the program of the school with the intention of making architects who shall be something higher than mere draughtsmen.

There will be included in the curriculum of the school instruction in the history and theory of the fine arts, and in the modern languages in which much of the

ablest architectural literature has been written.

There will not be stated periods for commencement, degrees and certificates being granted whenever the requirements of the school have been fulfilled. The work for the degree will ordinarily require five years, altho an exceptionally well prepared man can accomplish it in four years. Work for the certificate will take almost as long.

Graduate students and undergraduates in advanced work may pursue their studies in studios approved by the school. This is the introduction of the *atelier* system at Columbia.

Recent Deaths.

Peter Bogert, a commission merchant of Brooklyn, and secretary of the Disciplinary Training School for Boys, at Parkville, N. Y., died suddenly at Bath Beach on March 18, aged sixty-three years.

Elmer Hewitt Capen, president of Tufts college, died early on the morning of March 22, at his home on College Hill, aged sixty-seven years. Dr. Capen was taken ill with pneumonia the previous week and from the first the physicians expressed grave anxiety as to the outcome.

The funeral services were held Saturday afternoon, March 25.

An appreciation of Dr. Capen's life and services will be given next week.

Joseph Roswell Hawley, trustee of Hamilton college, of Yale university, and of Trinity college, who on March 4 last retired from the United States senate after a consecutive service of twenty-four years, and was on the same day, by authorization of a special act of Congress, nominated by President Roosevelt to be a brigadier-general of the army on the retired list, died in Washington early on the morning of March 17.

General Hawley was born in Stewartsville, N. C., in 1826, and prepared for college at the Hartford (Conn.) grammar school and the academy at Cazenovia, N. Y. He was graduated from Hamilton college in 1847, and while teaching school during the winters studied law. He was admitted to the bar in 1850.

Young Hawley immediately entered into active participation in political affairs. He became chairman of the Connecticut state committee of the Free Soil party, and the first meeting for the organization of the Republican party in Connecticut was held at his call, in his office, on Feb. 4, 1856.

At President Lincoln's first appeal for troops he assisted in raising Rifle Company A, First Connecticut Volunteers, and went to the front as its captain. He came out of the war a major-general, having participated in many battles and been military governor of Wilmington, N. C.

In 1866 General Hawley was elected governor of Connecticut, and upon retiring resumed his editorship of the

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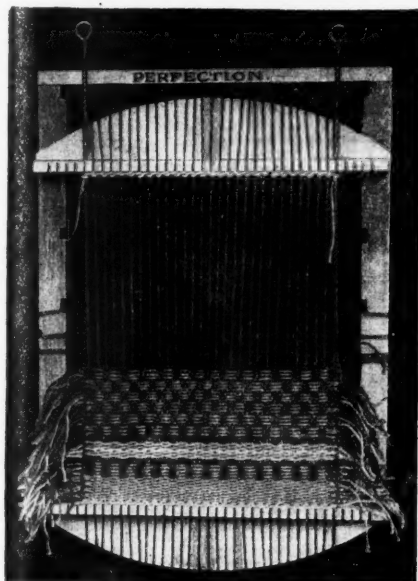
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Hartford *Free Press* which he had held for several years before the war. The *Free Press* was soon united with the *Hartford Courant*, of which he remained editor until his death. In 1868 he was chairman of the Republican national convention, and from 1872-'75 he served in the federal house of representatives.

President Grant appointed General Hawley president of the United States Centennial Commission for the Philadelphia centennial of 1876, and in the management of that great enterprise he acquired an international reputation. He again served in the federal house from 1879-'81, and in the latter year was elected to fill one of the seats of Connecticut in the United States senate. He was re-elected in 1887, in 1893, and in 1899. General Hawley took high rank in the senate, serving for many years as chairman of the committee on military affairs, but about two years ago his health declined, and he was unable to appear on the floor of the chamber during the last Congress.

Dr. Schurman on Religion and Education.

President Schurman, of Cornell university made an address on March 19 at the Broadway Tabernacle in New York, in which we have his opinion on the alleged conflict between religion and education, especially as it affects the religious belief of the young men in American universities.

"The organ of religion," said President Schurman, "is the church. The organs of knowledge are the school and the college. Each has its distinct sphere, but each in the end involves the other. No educator worthy of the name feels that a man is complete, even tho he be master of all knowledge, without religion."

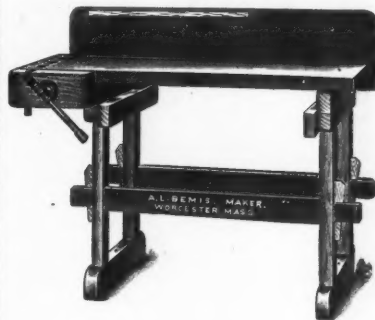
"Yet," Dr. Sherman continued, "we all know that, strange as it may seem, there has been a conflict between these two. It should not have been so. The reason generally has been that new theories are evolved, and it takes time before formal creeds can be adjusted to the new thoughts."

"Another reason for the conflict is that the education of the individual represents a constant flux, the fostering of new ideas and the readjustment of the new to the old."

"We find it a common thing to see students from Christian homes, honest and earnest and devoted, who have their faith shaken. Much to their amazement and often dismay they find that certain things they believed to be essential to their religion are not true. In other words, from my point of view, they were in the first place ignorant, and their ignorance has been dissipated. From their point of view they are inclined to think that their ignorance is their religion."

"This is the condition of many young men. If they could be made to understand that what they supposed was essential to their religion had no sound basis in scholarship and no connection with the vital truths of religion, they would be able to be helped. What does it matter if they are told that Solomon did not write the book of Ecclesiastes, so long as it is true that the human soul which tries to satisfy itself with money and what money can provide is doomed?"

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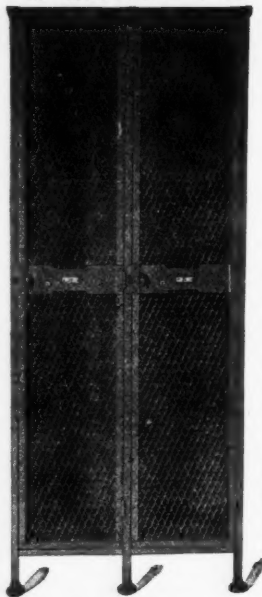
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Summer Field Study in Geology.

During the coming summer several universities in different sections of the United States will unite in conducting a field course in geology. The course will be of five weeks' duration from July 3 to August 5. The instruction will be given under the direction of several professors, in selected localities of the Appalachian region which show the undisturbed Mesozoic and Cenozoic strata and the littoral features of the Coastal Plain in Maryland, the folded Paleozoic strata and the adjusted drainage system of Central Pennsylvania, the horizontal Paleozoic strata and glacial phenomena of central New York, the ancient Crystallines of the southern Adirondacks, and the unconformably overlying strata, the metamorphic rocks and the Triassic basins of western Connecticut.

This course is for teachers and students (men only) who have already acquired some knowledge of general geology, including field work. The fee is \$20, payable in advance to W. B. Clark, Johns Hopkins university, Baltimore, Md. Traveling and hotel bills will probably be about \$100. The work of each week may be taken separately; the fee in this case will be \$5 a week.

First Week, July 3-8.—Prof. W. B. Clark, of Johns Hopkins university. Party meets at 8:30 A. M., Monday, July 3, at Brown's wharf, foot of Broadway, Baltimore.

Second Week, July 10-15.—Prof. W. M. Davis, of Harvard university. Party meets on Monday morning, July 10, train from Port Deposit, Md., to Rockville, Pa.

Third Week, July 17-22.—Prof. T. C. Hopkins, of Syracuse university.

Fourth Week, July 24-29.—Prof. H. P. Cushing, of Western Reserve university.

Fifth Week, July 31-Aug. 5.—Prof. Joseph Barrell, of Yale university. The party will disband at New Haven, Conn., Saturday afternoon, Aug. 5.

The colleges and universities named below will, under certain conditions, give credit for summer field work in geology. Students in any of these institutions should consult the dean of department in which they are registered: Amherst college, Beloit college, University of Chicago, Colgate university, Columbia university, Hamilton college, Harvard university, Johns Hopkins university, University of Kansas, Massachusetts Institute of Technology, McGill university, University of Michigan, University of Minnesota, University of Missouri, University of North Carolina, Northwestern university, Oberlin college, Ohio Wesleyan university, University of Rochester, University of Toronto, Vanderbilt university, Washington and Lee university, Wesleyan university, Western Reserve university, Williams college, University of Wisconsin, Yale university.

Educators' Trip South.

The conference for education in the South will be held in Columbia, S. C., beginning on the evening of April 26. Governor Heyward will open the exercises with an address of welcome. Pres. Robert C. Ogden will deliver the annual address.

Mr. Ogden will, as usual, be accompanied by a number of educators from the North as his guests on his special train. The exact route of the "Ogden Special," will not be made public until the northern expedition is under way, a plan peculiar to Mr. Ogden as lending to the interest of the journey.

It is desired that educators who wish to attend the conference should write at once to E. S. Dreher, superintendent of schools at Columbia.

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The Lawyer's Excuse.

Burton Holmes, the traveler and lecturer, while gathering material in London spent several mornings in the police courts. He says that he heard curious excuses advanced by prisoners and their lawyers, but that the strangest was given by a man accused of intoxication. He admitted his guilt, says Mr. Holmes, but said he drank because he was "suffering from an accident."

"What was the accident?" asked the judge.

"I—I was playing—playing golf, yer honor," said the man, "and I—I swallowed one of the dice."

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Literary Items.

There has been considerable discussion as to whether the "Diplomatic Mysteries" by Vance Thompson, which have recently been appearing in *Success*, and which are to be published in book form next month by J. B. Lippincott Company, are based on actual facts or whether they are pure fiction. Readers will be interested to know that each of the events, told in the previous stories, really happened. How Mr. Thompson learned the inside facts is something which he carefully guards, but it will not be betraying a secret to say that a great deal of this information was obtained thru M. de Blowitz, the late European correspondent of *The London Times*.

"The Freedom of Life," by Annie Payson Call, is one of the latest books issued by Little, Brown & Company. It tells how to be mentally free, how to live and work, so as to get the most out of life.

Every branch of research is increasing so rapidly that only a specialist finds time to keep abreast of more than one or two subjects. An intelligent person, who desires to be well informed, must be content to read summaries such as contained in a reliable, up-to-date encyclopedia. The new edition of "Chambers Encyclopedia," in ten volumes, with maps and illustrations in color, containing under its appropriate head an article upon every subject of interest to man, prepared in each case by an expert, is such a work. With this great work at hand, one could readily find answers to the questions that come up from day to day. It is published by J. B. Lippincott Company.

"Scientific Sewing and Garment Cutting," by Antoinette Van Hoesen Wake-man and Louise M. Heller, fully illustrated with diagrams and full-page illustrations, has been published by Silver, Burdett & Company. The system presented in this volume has been found to be of the highest effectiveness. Between two and three thousand children have received instruction in this kind of manual training in Chicago during the past six years. The course for each of the eight grades is complete in this volume.

Country Life in America for April reminds us of the summer near at hand by its beautiful butterfly cover design. Among the articles are "Training a Pony," "Fruit-tree Grafting," "Roses for Special Purposes," "Bee-keeping for Beginners," and "Extermination of the Egret." There are many beautiful half-tone illustrations.

It is inevitable that nerves will get worn out because of the high pressure at which we live. Drugs will not mend the matter; rest and food will usually. But what shall the food be? Evidently that which will replace the worn out material. This was carefully investigated by Dr. Samuel Percy many years ago in a report read before the American Medical Association, and for which a gold medal was given. He proposed phosphites (not phosphates) such as the brain of the ox and the germ of the wheat, and prepared them for general use. They were first used by physicians, and thus came into use; physicians who know their structure still recommend them. They are not a stimulant, not a drug, simply a nerve food. Crosby's Vitalized Phosphites are advertised in this paper because the editor has used them for many years.

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